



Bar graph



A word to the parents

Chapter 1

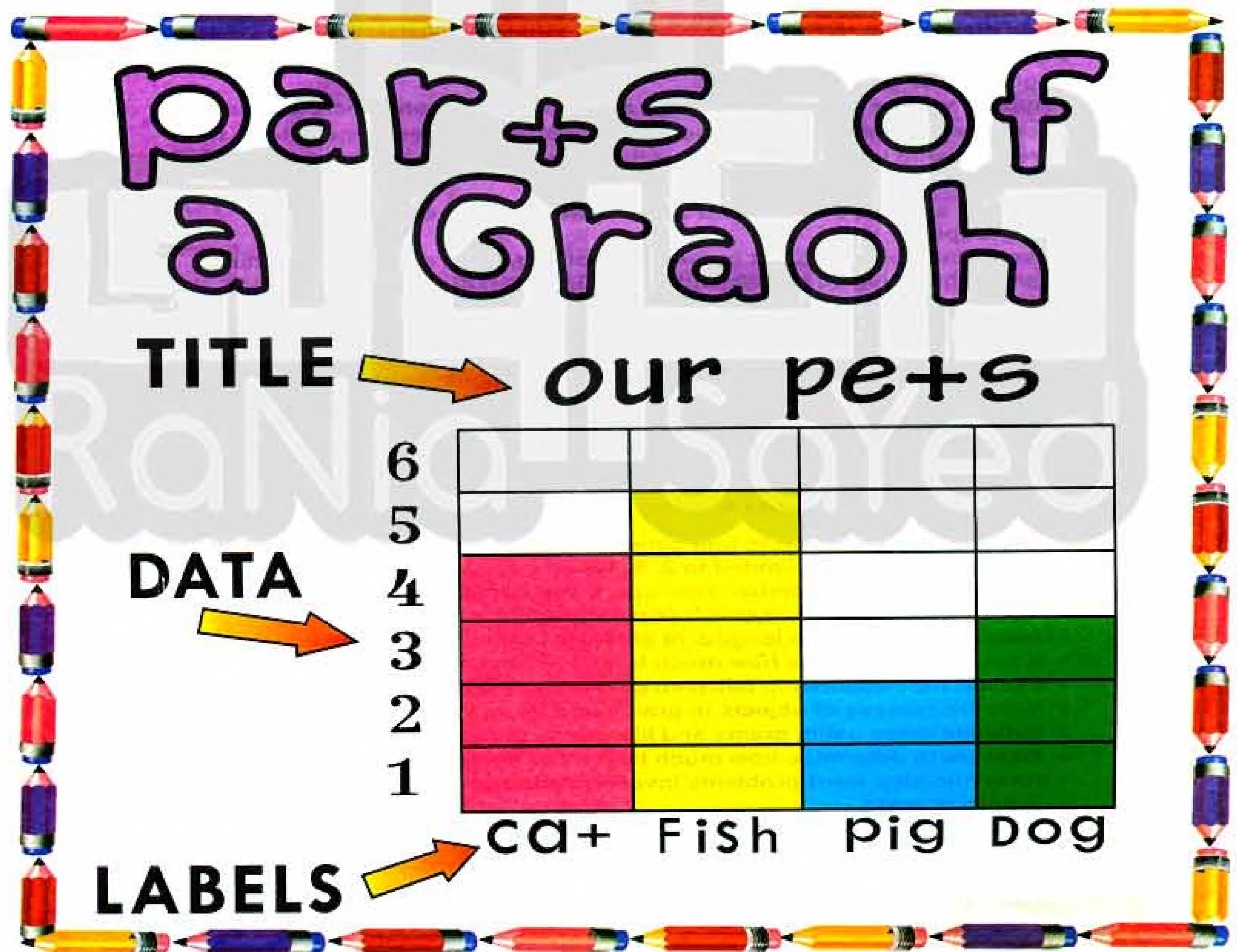
Lessons
from 2 -10

A Bar graph .

It can be **defined** as a chart or a graphical representation of data, quantities or numbers using **Bars** or strips .The more the height of the bar, the more is the number of the supply or item used.

Fun Facts.

The **bars** of a **bar graph** can be represented both vertically and horizontally.



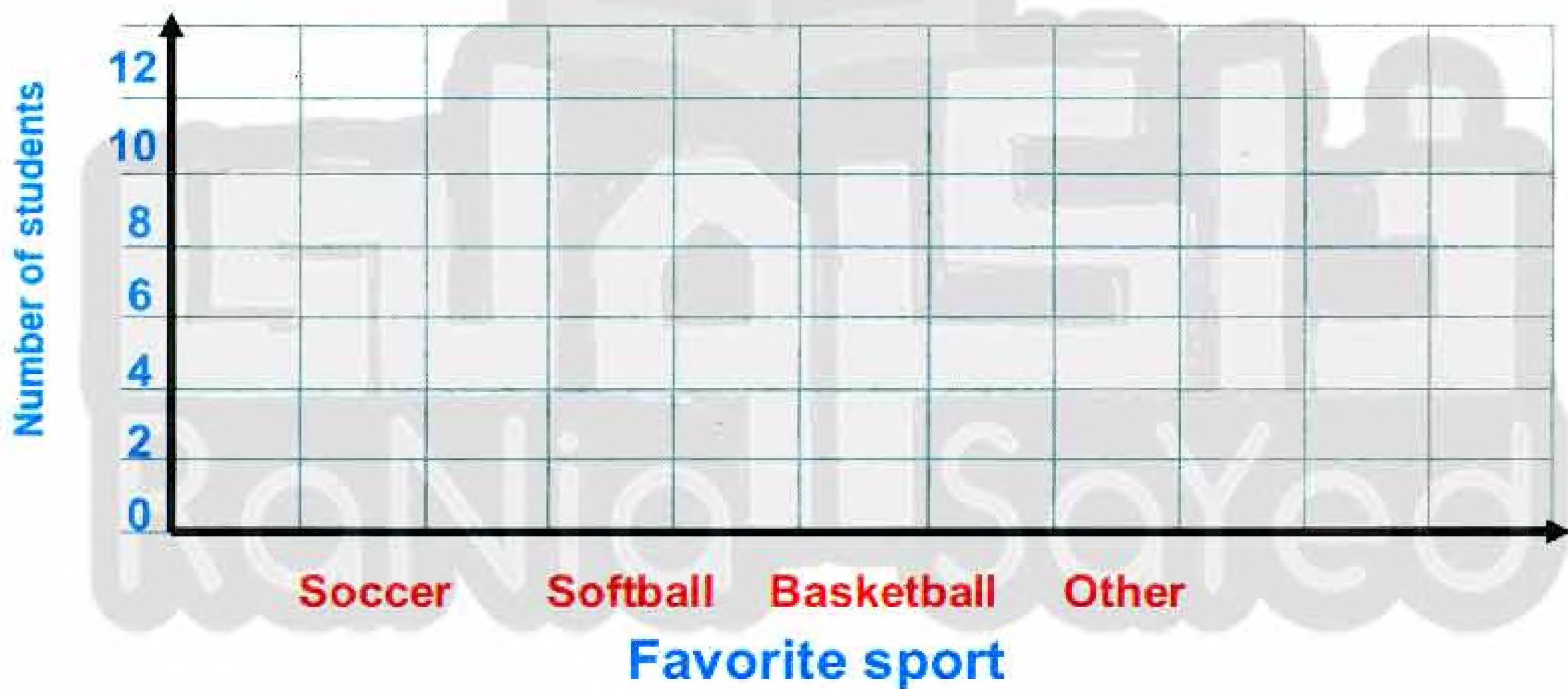


How can we make a bar graph to show this data?

Our Favorite Sports	
Soccer	10
Softball	4
Basketball	6
Other	8

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فيسبوك
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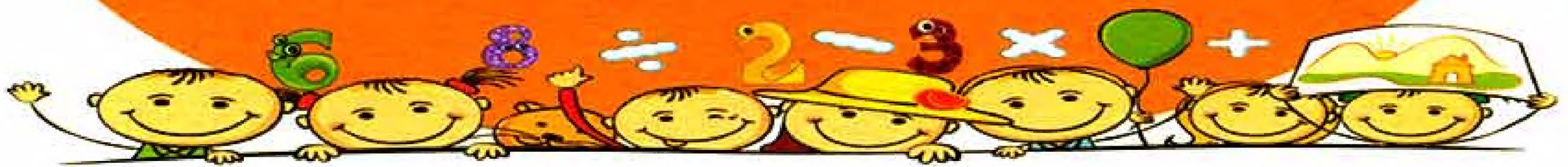
Title : -----



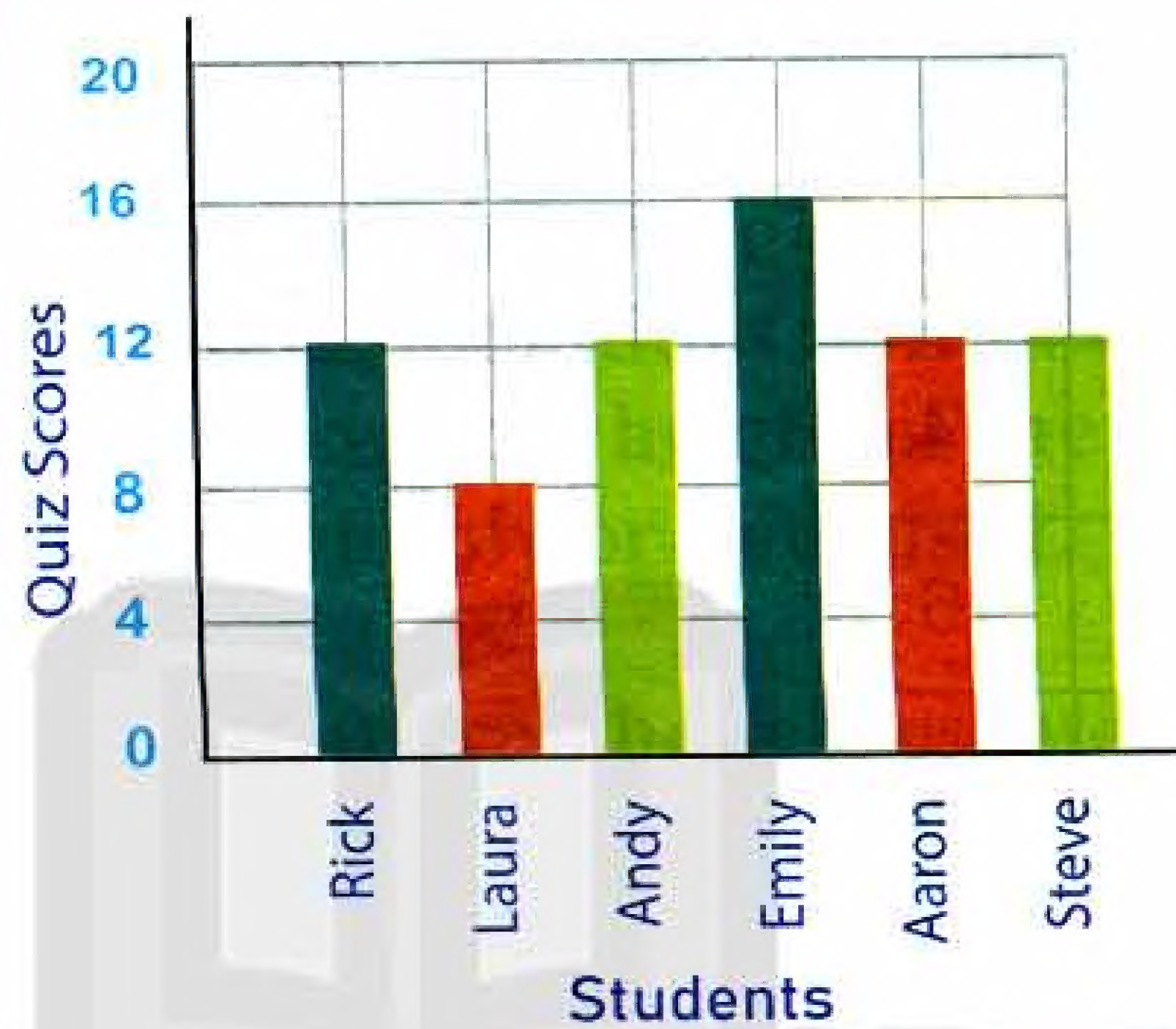
- How many students like to play Soccer ? -----
- How many students like to play Softball ? -----
- What is the most favorite sport? -----
- What is the least favorite sport? -----



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Look at the Bar graph and answer the following questions .



Who has scored the most marks ? -----

Who has scored the least marks ? -----

Who has scored the same marks ? -----

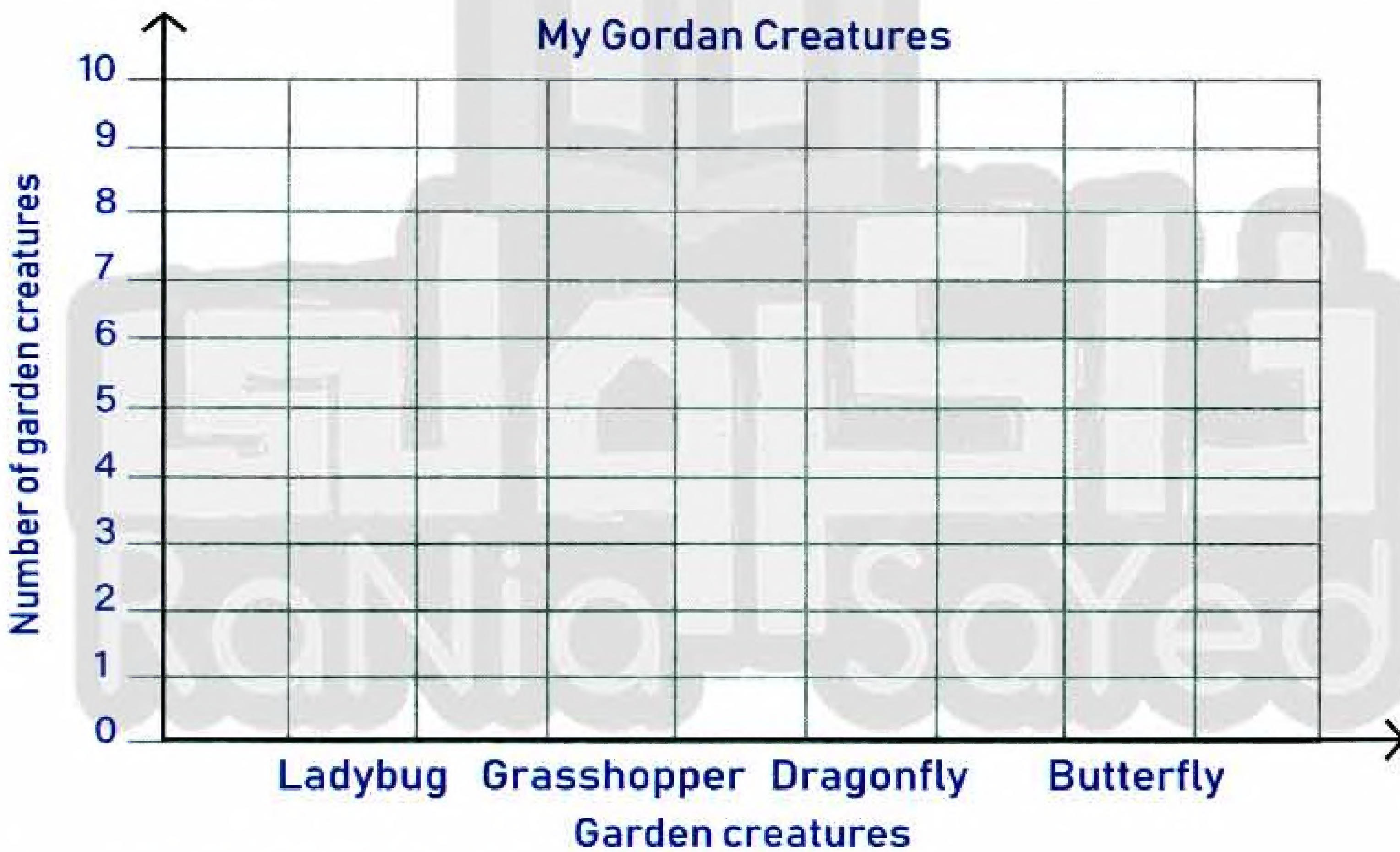
Who has scored more than 8 ? -----





Lily collected a data of garden creatures that she saw while walking through her garden .
Help lily to draw a bar graph to represent the data.

Ladybug	Grasshopper	Dragonfly	Butterfly
			
7 3	5 9		



1) How many grasshoppers did she see? _____

2) Did she see more ladybugs or dragonflies? _____

3) Which creature did she see the most? _____






4) Name all the four garden creatures.

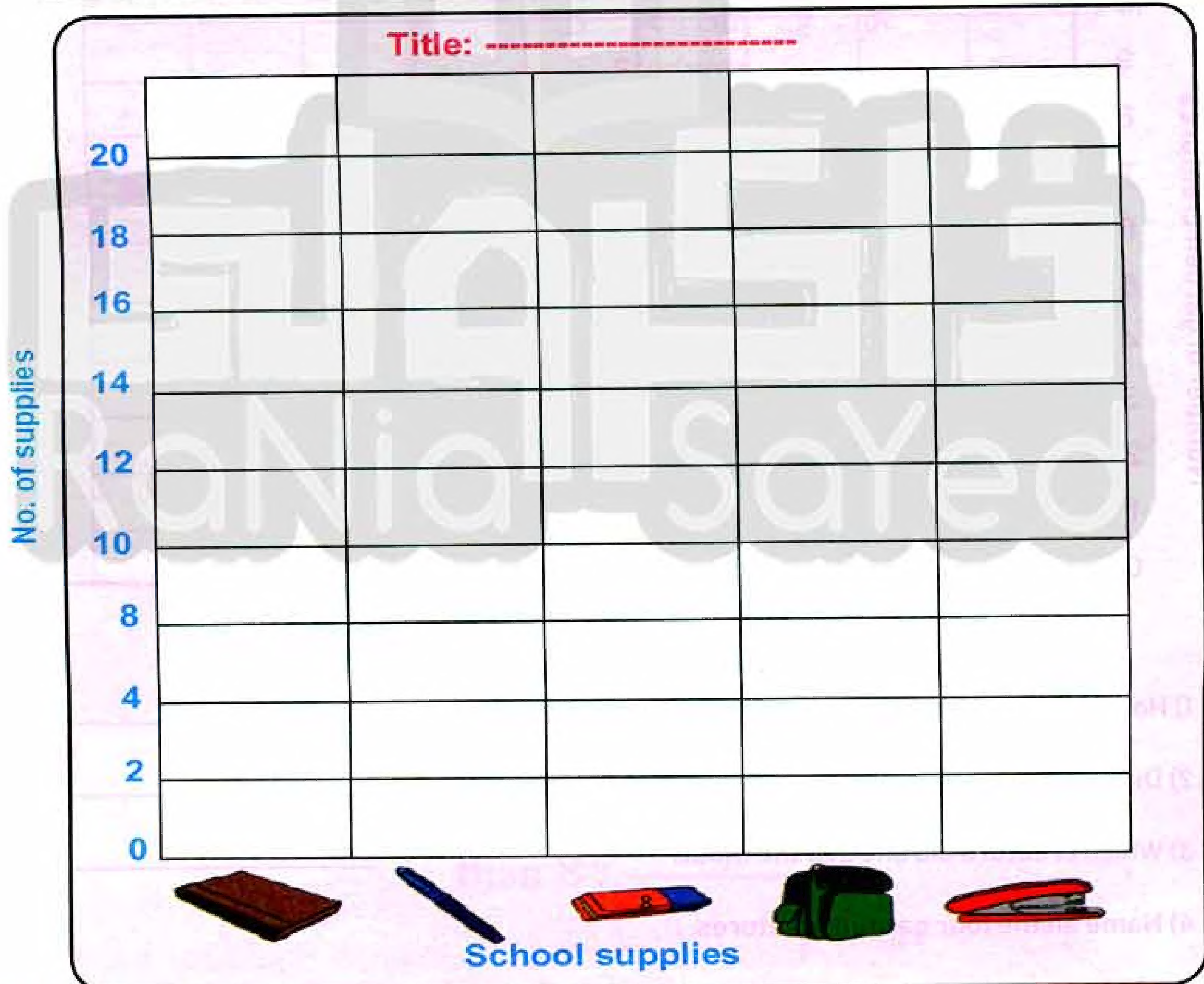




Ahmed needed some school supplies. He recorded the requirements in a table.

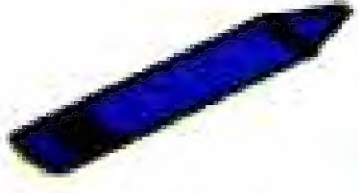




The school administration wanted Ahmed to show the requirements in a bar graph. Help him out!

				
14	20	8	6	10



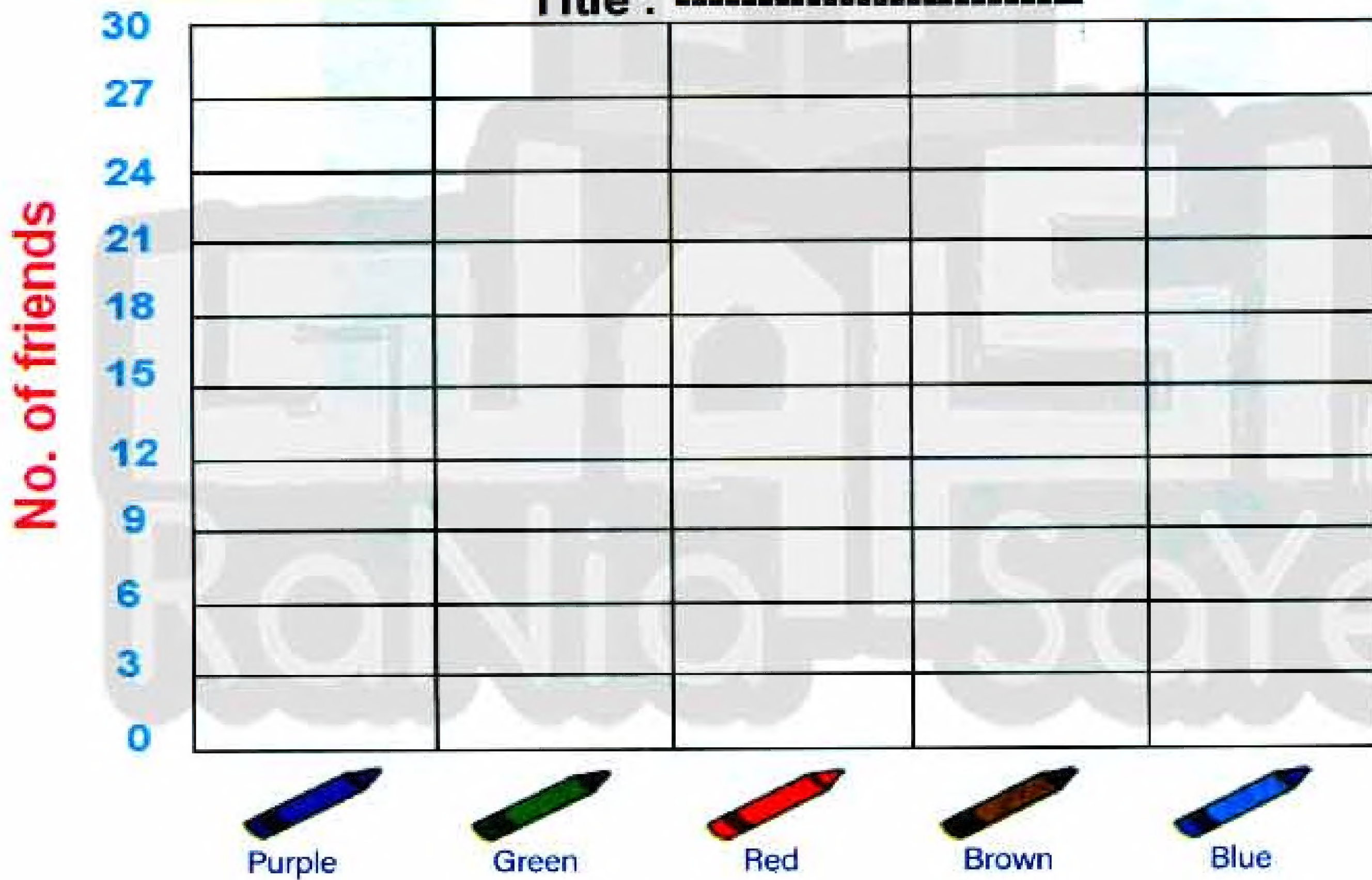


After taking a survey among my friends and their favorite color , I recorded the following data in the next table . Draw the bars and answer the following questions .

				
Purple	Green	Red	Brown	Blue
21	12	30	9	15



Title : _____



Favorite color

- What is the most favorite color ? _____
- What is the least favorite color ? _____
- How many friends like the green color ? _____
- How many friends like the blue color ? _____



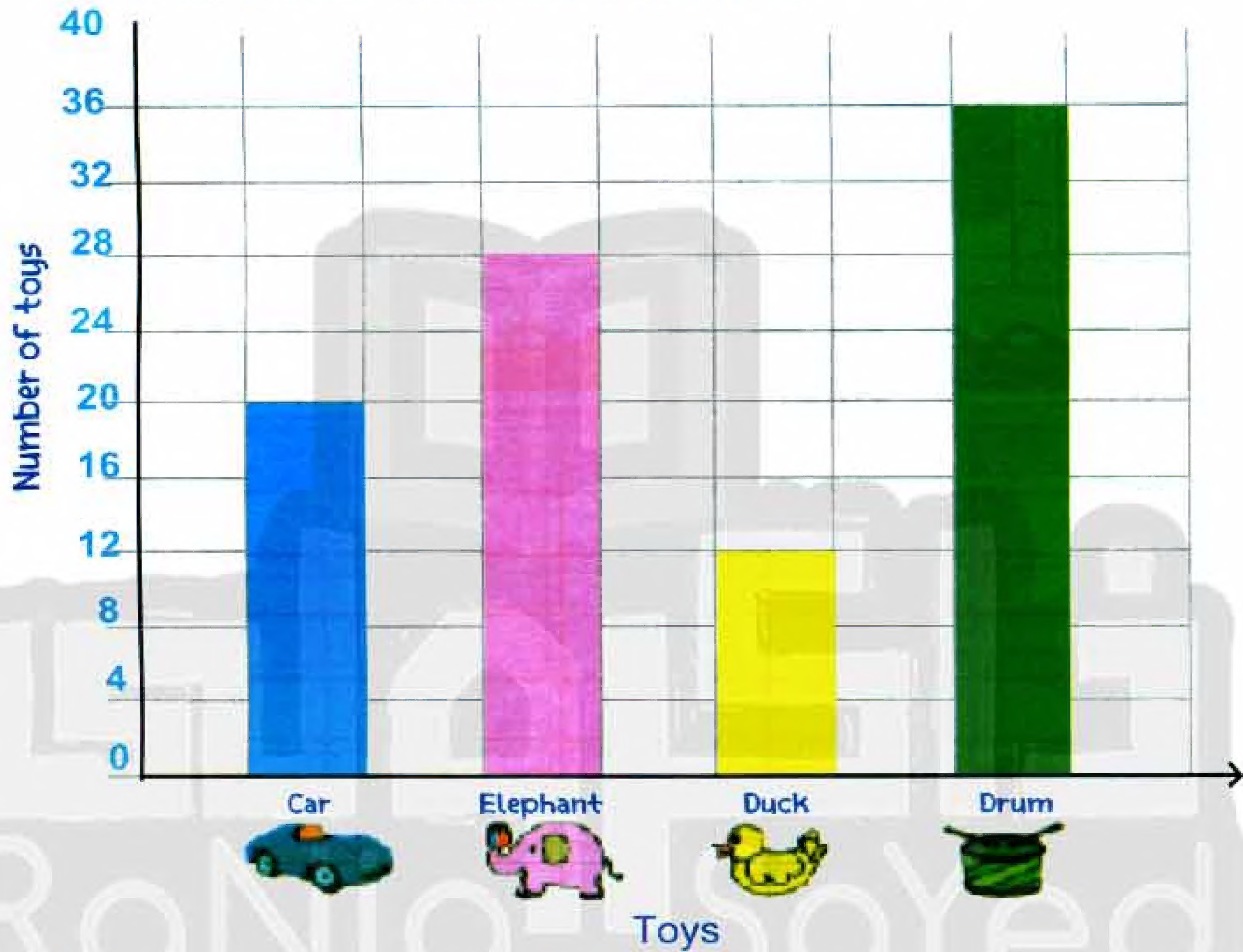


Bar Graph - Toy shop



The graph shows the number of toys sold on Monday at Andy's toy shop .

Use the graph to answer the questions .



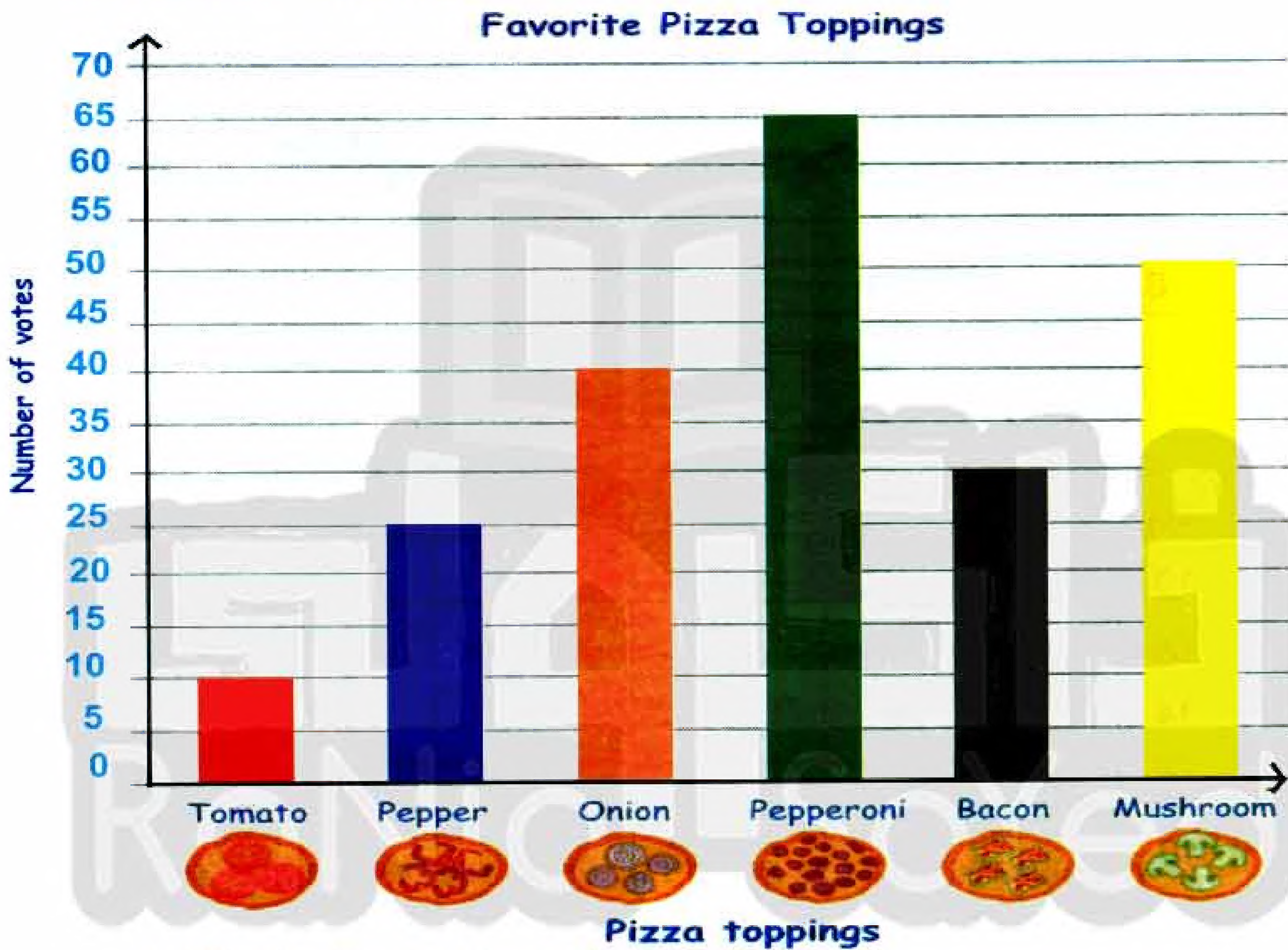
- 5- How many cars were sold ?
- 6- How many more elephants than ducks were sold ?
- 7- Which toy sold the most ?
- 8- How many elephants and drums were sold in total ?
- 9- Which toy did the shop sell more car or duck ?





Pizza to Go are best in making Pizzas with six different toppings. They took a survey about customer's favorite toppings and recorded the results in a bar graph.

Use the bar graph to answer the questions.








- 1- What is the most popular topping ?
- 2- How many customers have chosen either tomato or pepper toppings ?
- 3- Which topping has 25 votes ?
- 4- List the toppings in order from most popular to least popular .
.....

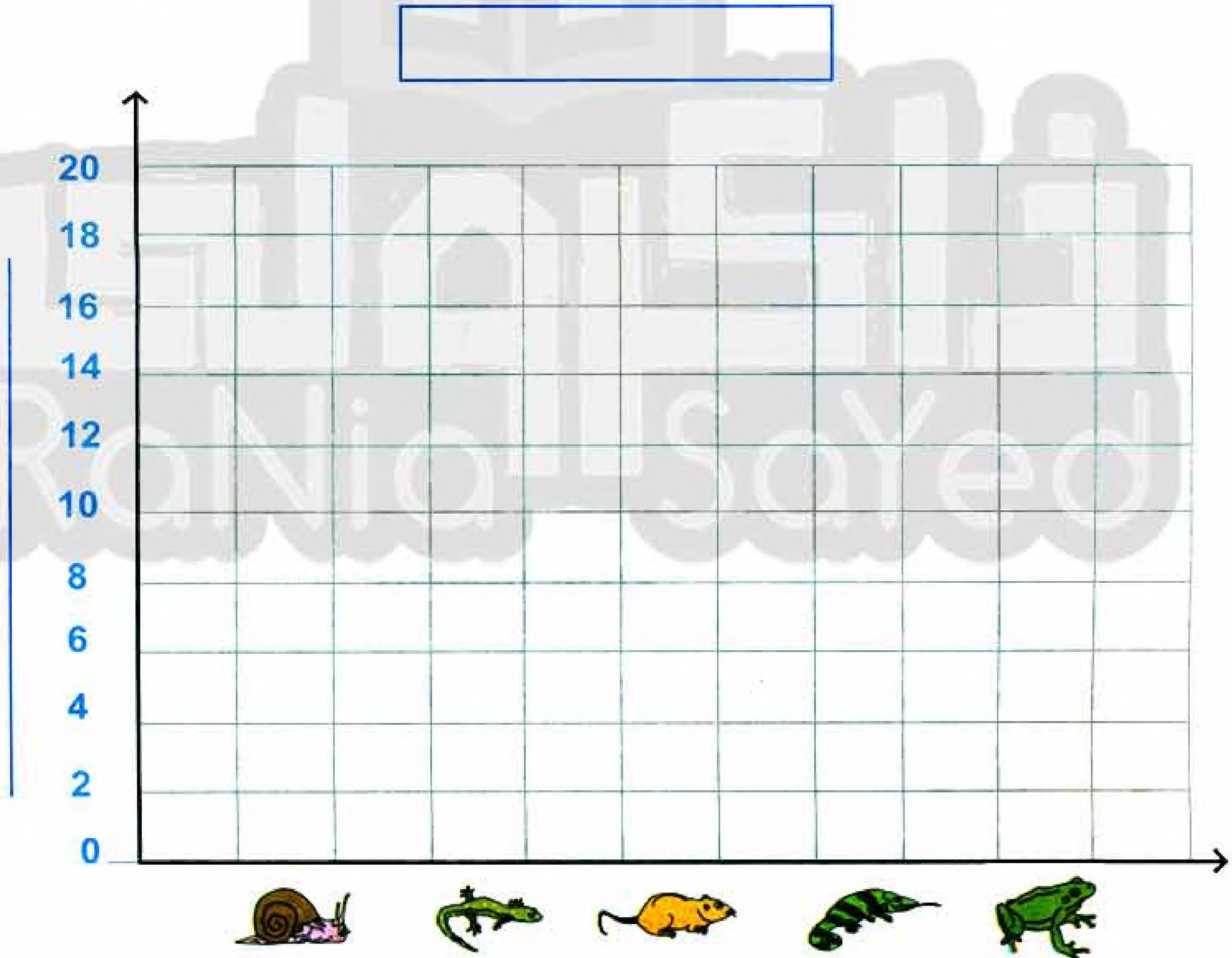




Iman is taking a survey about the little pets grown by her friends and records the data .

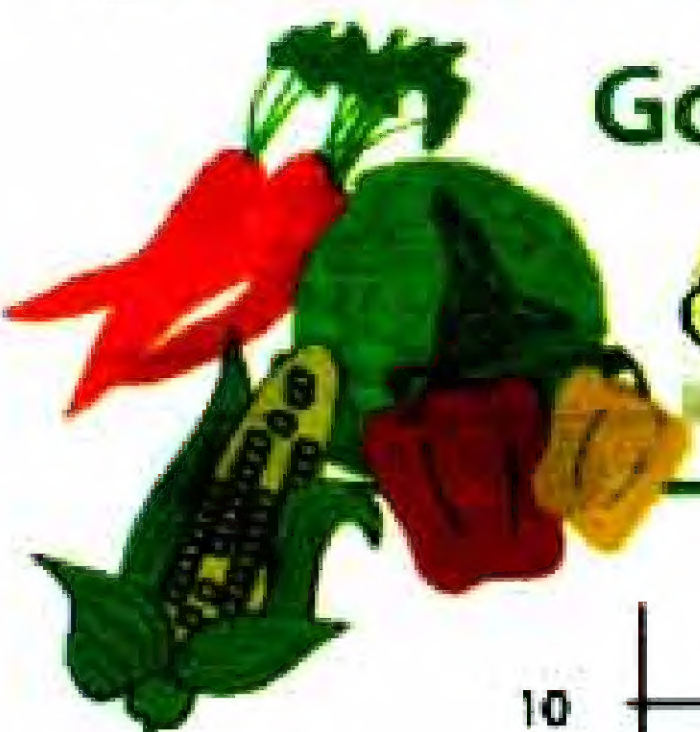
Using the given information , write the title of the bar , label the axis and draw the graph .

Snail	Lizard	Rat	Chameleon	Frog
				
8	14	12	4	18

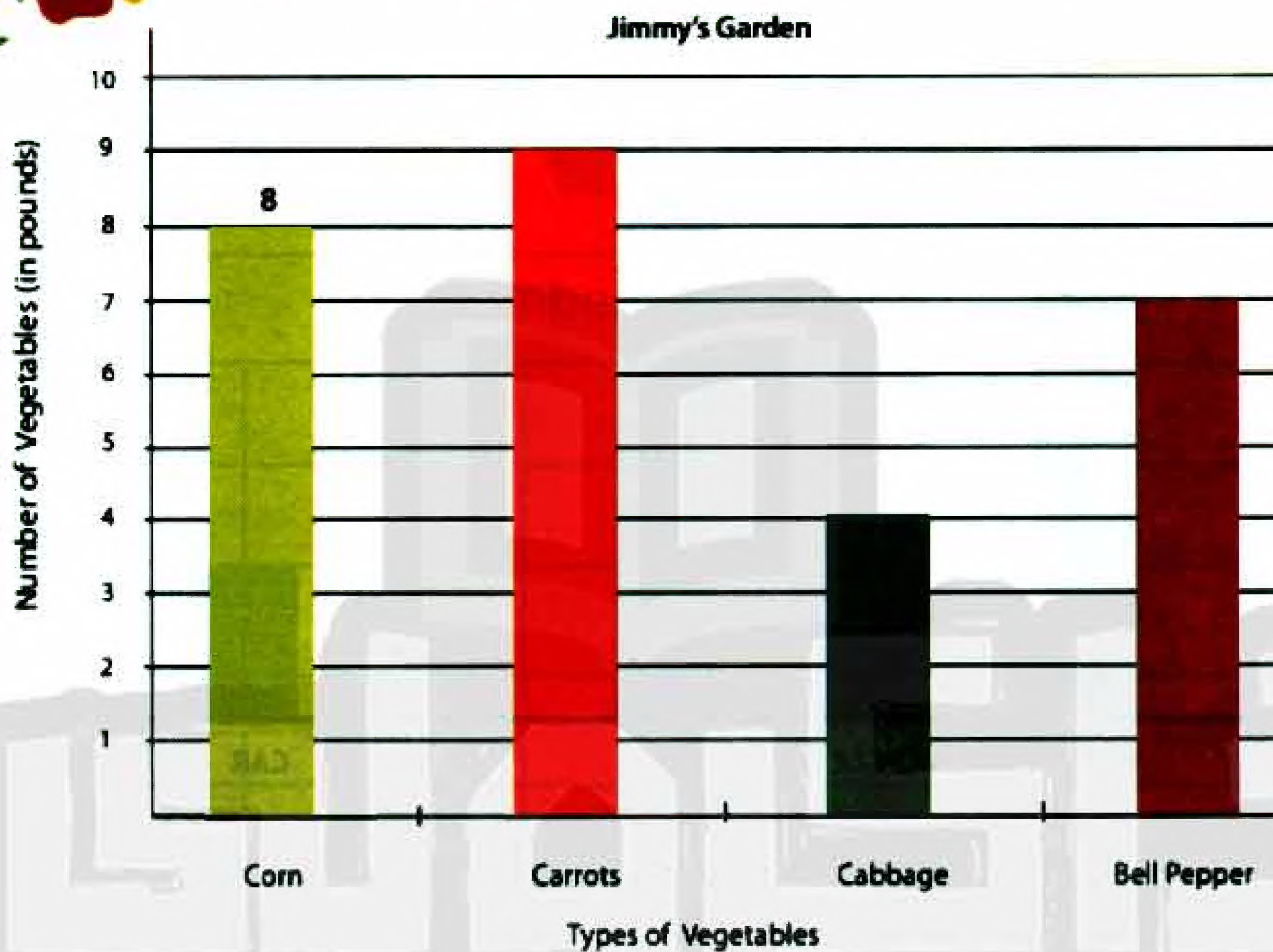




Go Organic!



Read the bar graph to learn about vegetables . Jimmy grows in his backyard . Use the graph to answer .



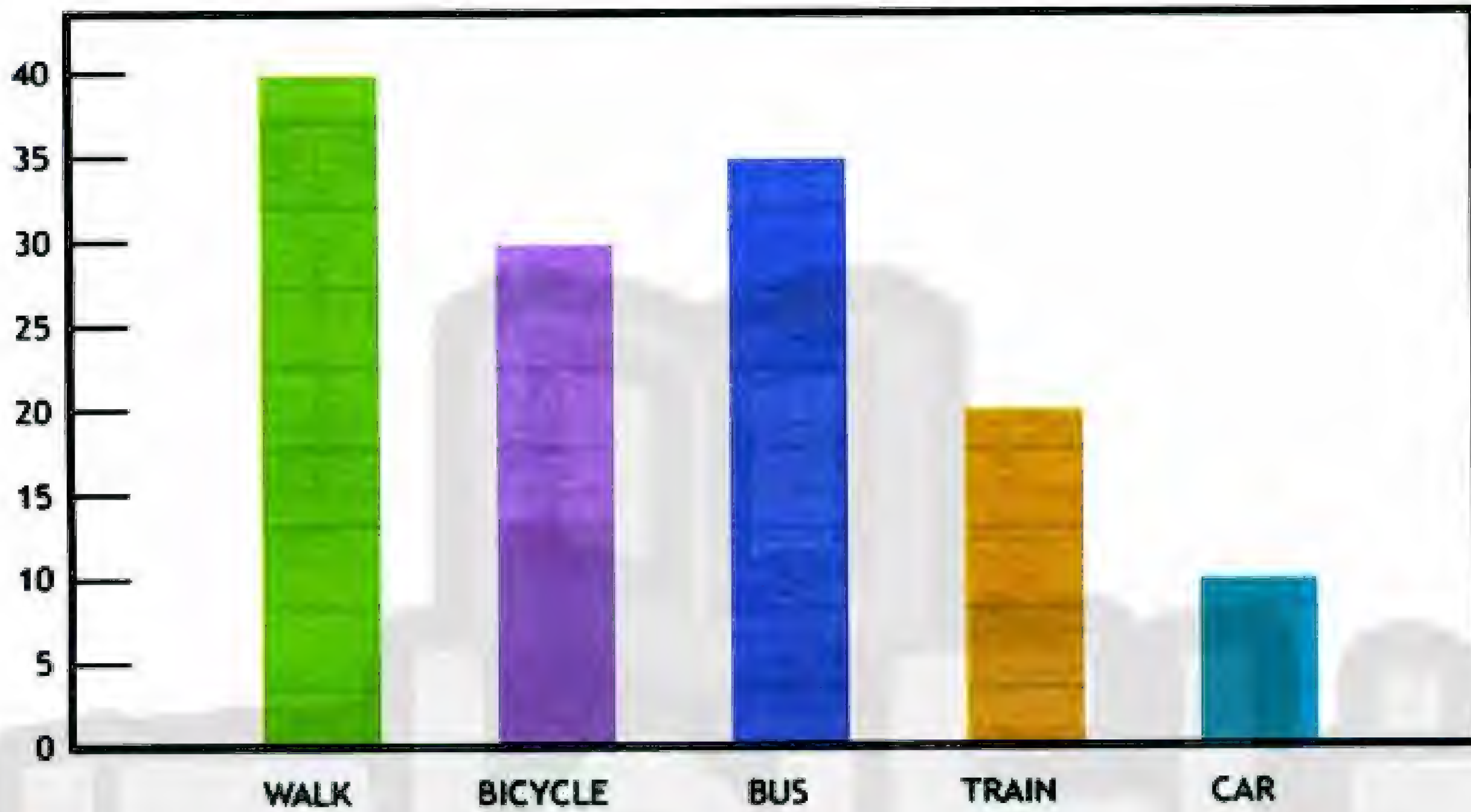
- 1- Write the number of vegetables at the top of each bar . see the example
- 2- If Jimmy grows 3 more bell peppers , how many will he have grown in total ? -----
- 3- How many more bell peppers will Jimmy need to grow to equal his corn crop ? -----
- 4- How many more cabbages will Jimmy need to grow to equal his carrot crop ? Draw this in a pencil on the graph . -----
- 5- How many vegetables did Jimmy grow in total ?





Getting to School

Use the bar graph to answer the questions.



A group of students at El Madina elementary school made a bar graph to show how they get to school.

1- Fill in the table .

Walk	Bicycle	Bus	Train	car

2- How many students ride their bicycle to school ?

3- Do more students ride their bicycle or get a ride in a car ?

4- How many more students take the bus to school than take the train ?

5- How many students take the train and walk to school together ?




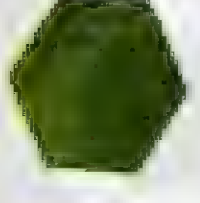
6- How do most of the students go to school ?





Make a bar graph to show how many of each type of shapes there are



Number of Shapes				
6				
5				
4				
3				
2				
1				
0				
	Rectangle 	Rhombus 	Triangle 	Hexagon 

How many Rectangles are there ?

How many Hexagons are there ?

List the shapes in order from most to least

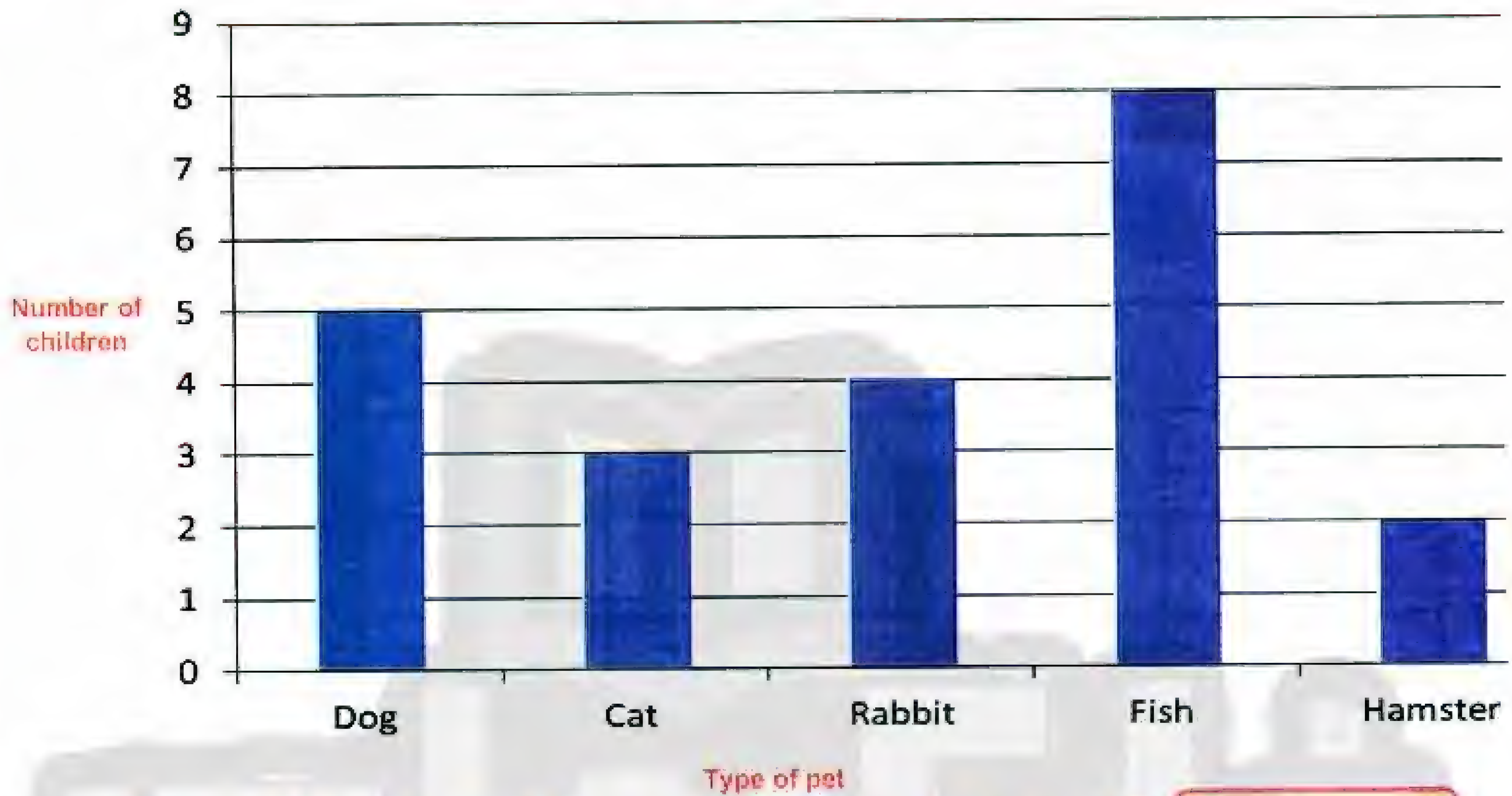
Fill in the following table .

Rectangle	Rhombus	Triangle	Hexagon	Circle





A bar graph to show pets owned by children in 1 Week



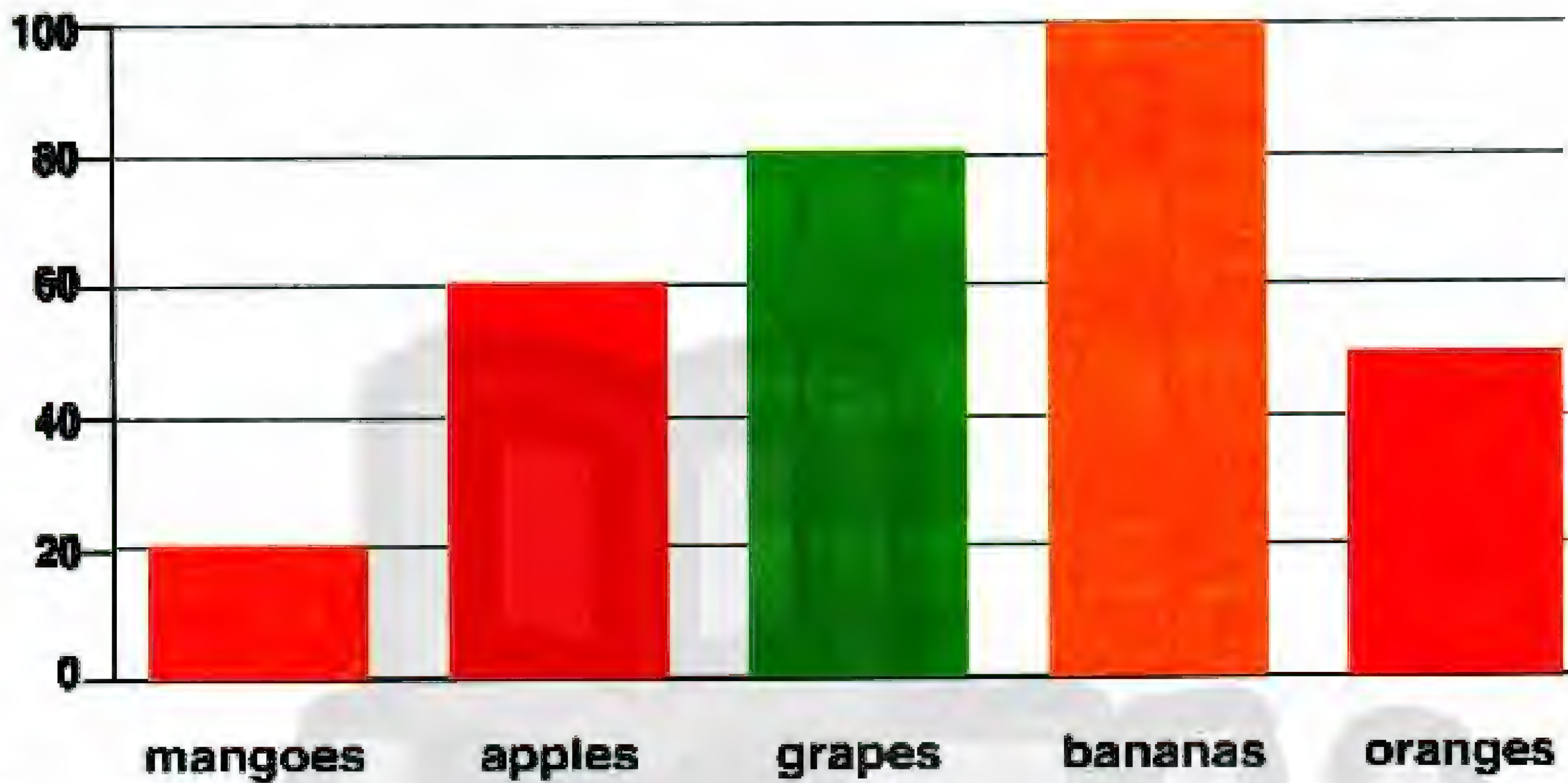
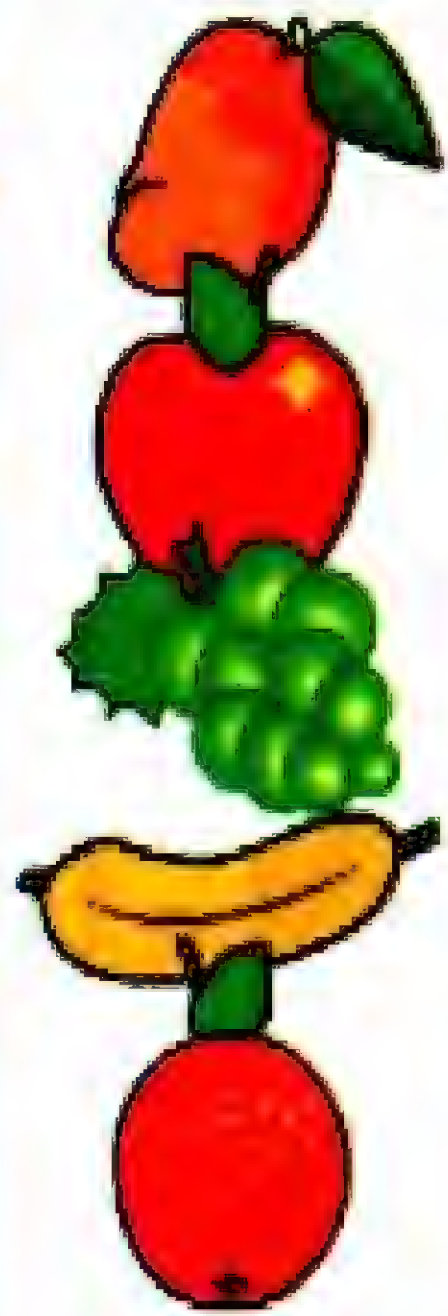
- 1- What is the most popular pet?
- 2- What is the least popular pet?
- 3- How many children own a cat?
- 4- How many more children own a rabbit than a hamster?
- 5- Which pet is owned by 5 children?
- 6- What is the difference between the number of children who own a dog and the number of children who own a cat?





Answer the following Pictograph .

Student survey - favourite fruits




1- Fill in the table .

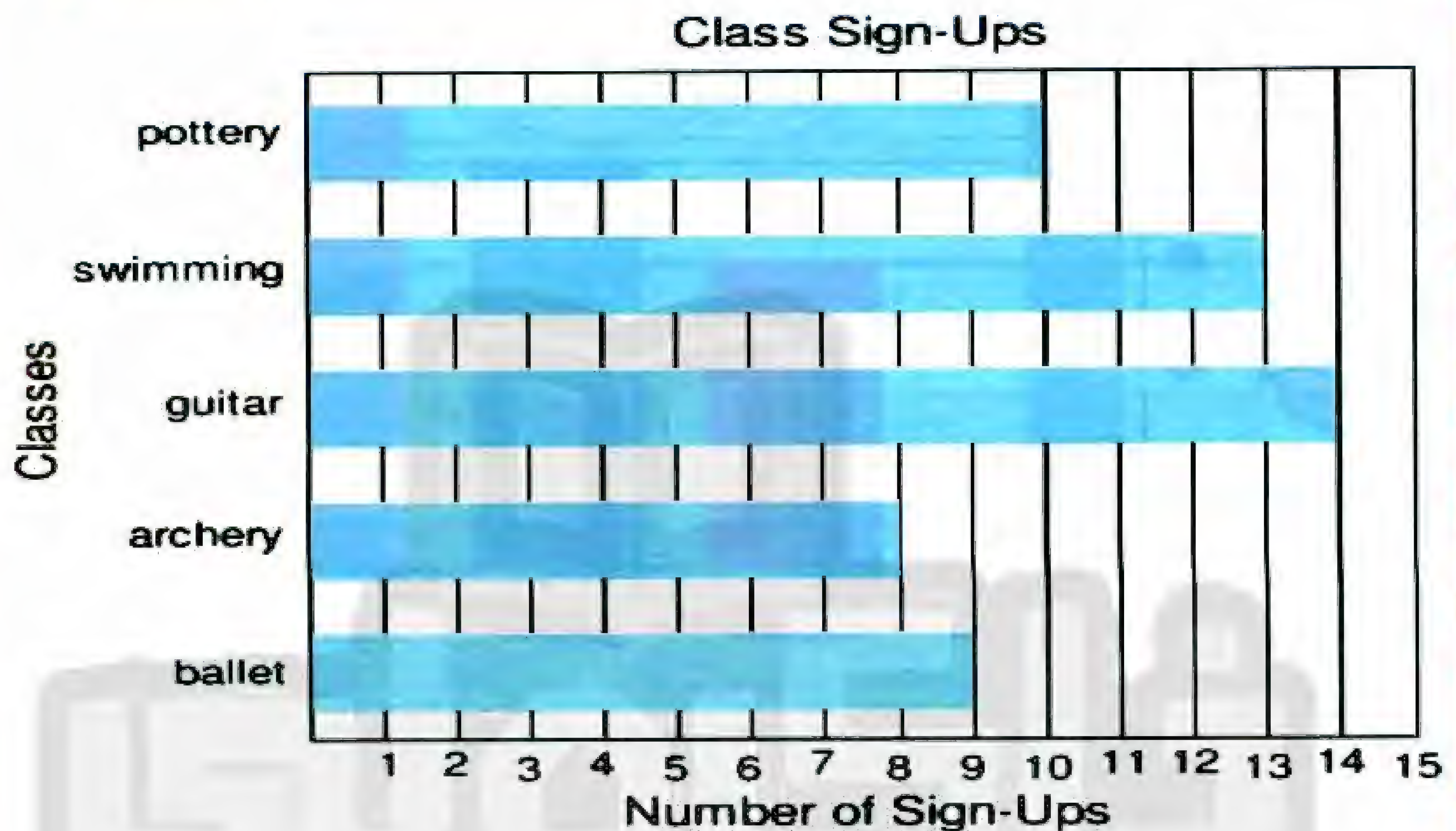
Mangoes	Apples	Grapes	bananas	Oranges

- 2- Which fruit got the most votes ?
- 3- Which fruit got the least votes ?
- 4- How many people voted for grapes and oranges together ?
- 5- How many more people voted for bananas than mangoes ?





 **Look at the following graph and answer the following questions .**

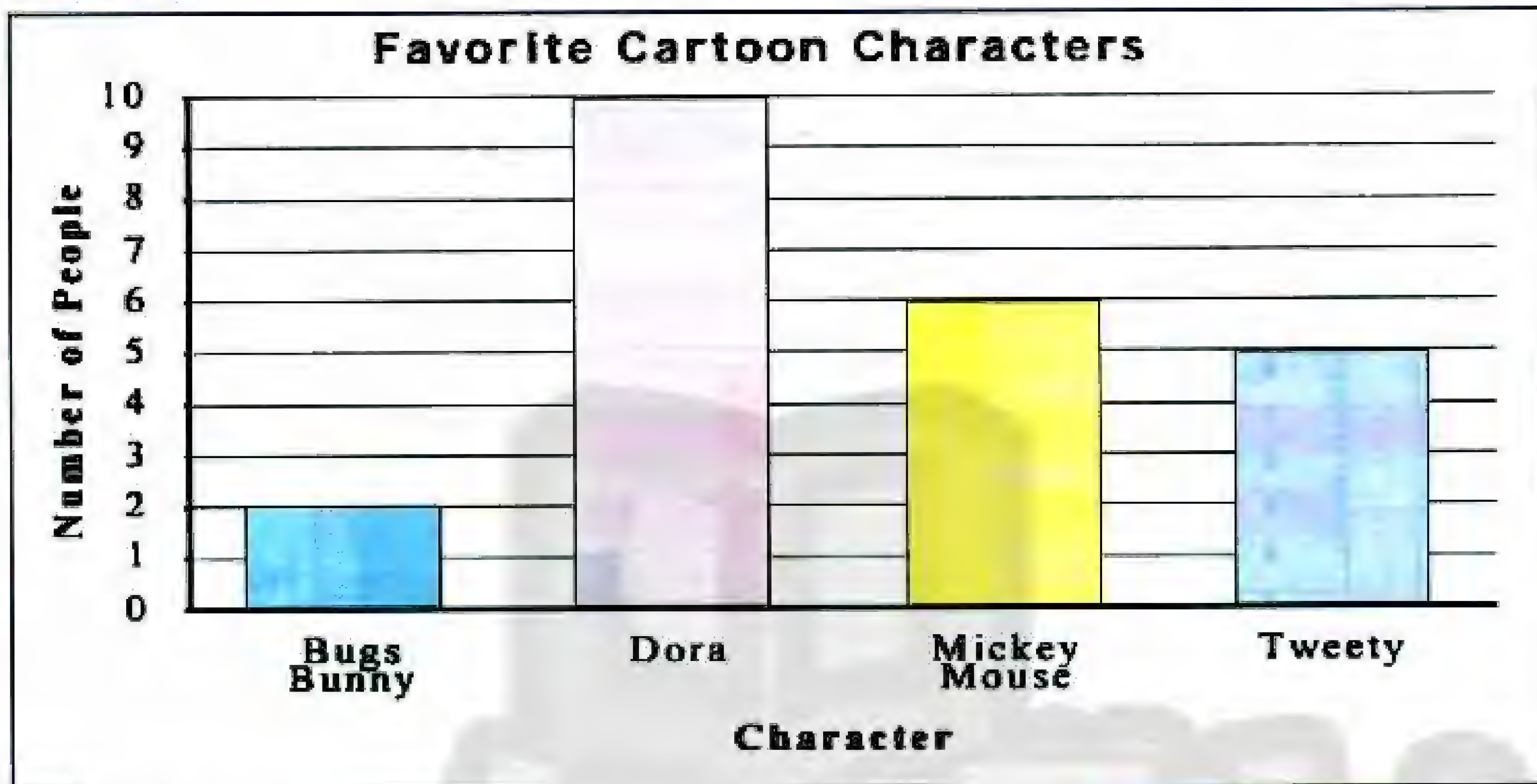


- 1) How many students signed up for the guitar class?
- 2) How many students signed up for the swimming class?
- 3) How many in total were for the archery class or the pottery class ?
- 4) How many more students signed up for guitar than pottery ?





Look at the following graph and answer the following table .



- 1) How many people liked Mickey Mouse the best ?
- 2) Did more people like Tweety Or Dora ?
- 3) Which character did exactly 10 people say was their favorite ?
- 4) What is the difference in the number of people who liked Dora and the number who liked Tweety ?
- 5) What is the total number of people who liked Dora and Tweety ?
- 6) Which character did the largest number of people say was their favorite ?
- 7) Which character did the fewest number of people say was their favorite ?

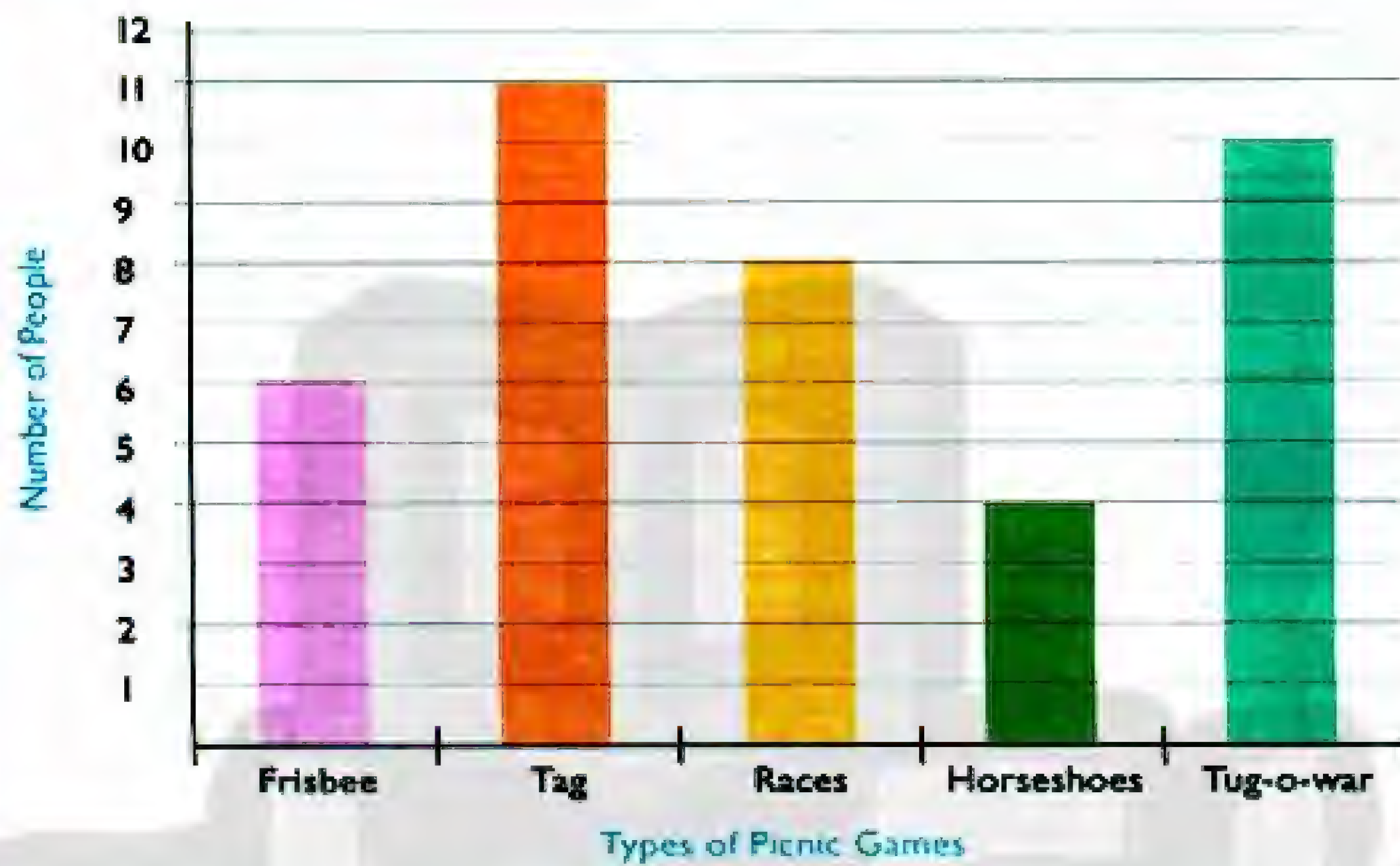




Picnic Bar Graph



Read the bar graph to learn which picnic games were the most popular. Then answer the questions below. Show your work when possible.



1. How many people love races?



2. How many more people chose tug-o-war than frisbee?

3. Add the number of people who love horseshoes and the number of people who love races. What's the difference between that total and the number of people who love tag?

4. How many more people would it take to make frisbee the most loved picnic activity?

5. List the activities in order from most favorite to least favorite.



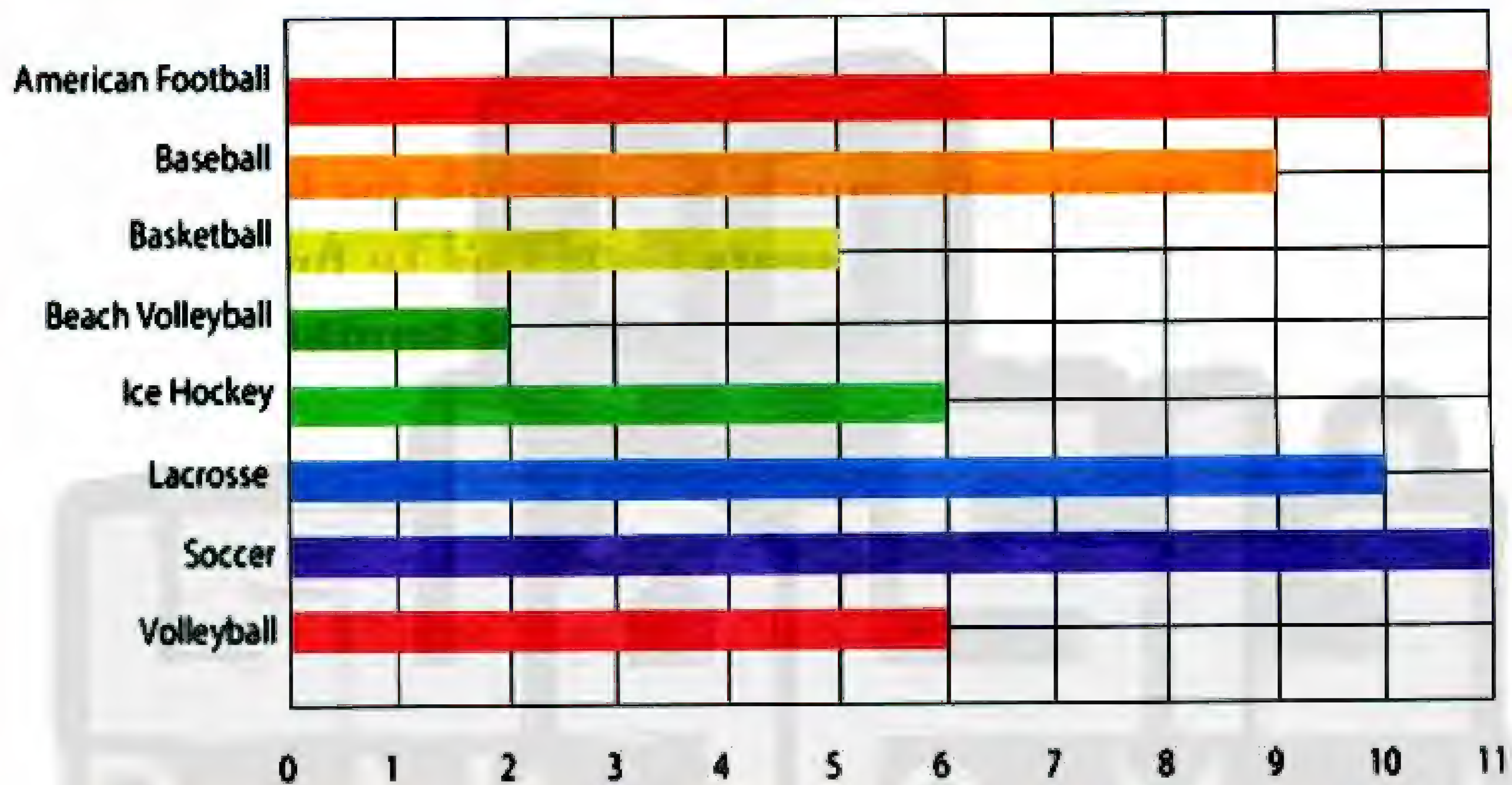


Playing ball !



Look at the following bar graph and answer the questions below .

Number of players on the field



- 1) Which sports have the most number of players on the field ? _____
- 2) How many more players does the basketball team have than the beach volleyball team ? _____
- 3) Which sports have the same number of players ? _____
- 4) Which sports have the least number of players ? _____
- 5) How many fewer players does the lacrosse team have than the soccer team ? _____
- 6) Which sport have 9 players ? _____





Pictographs



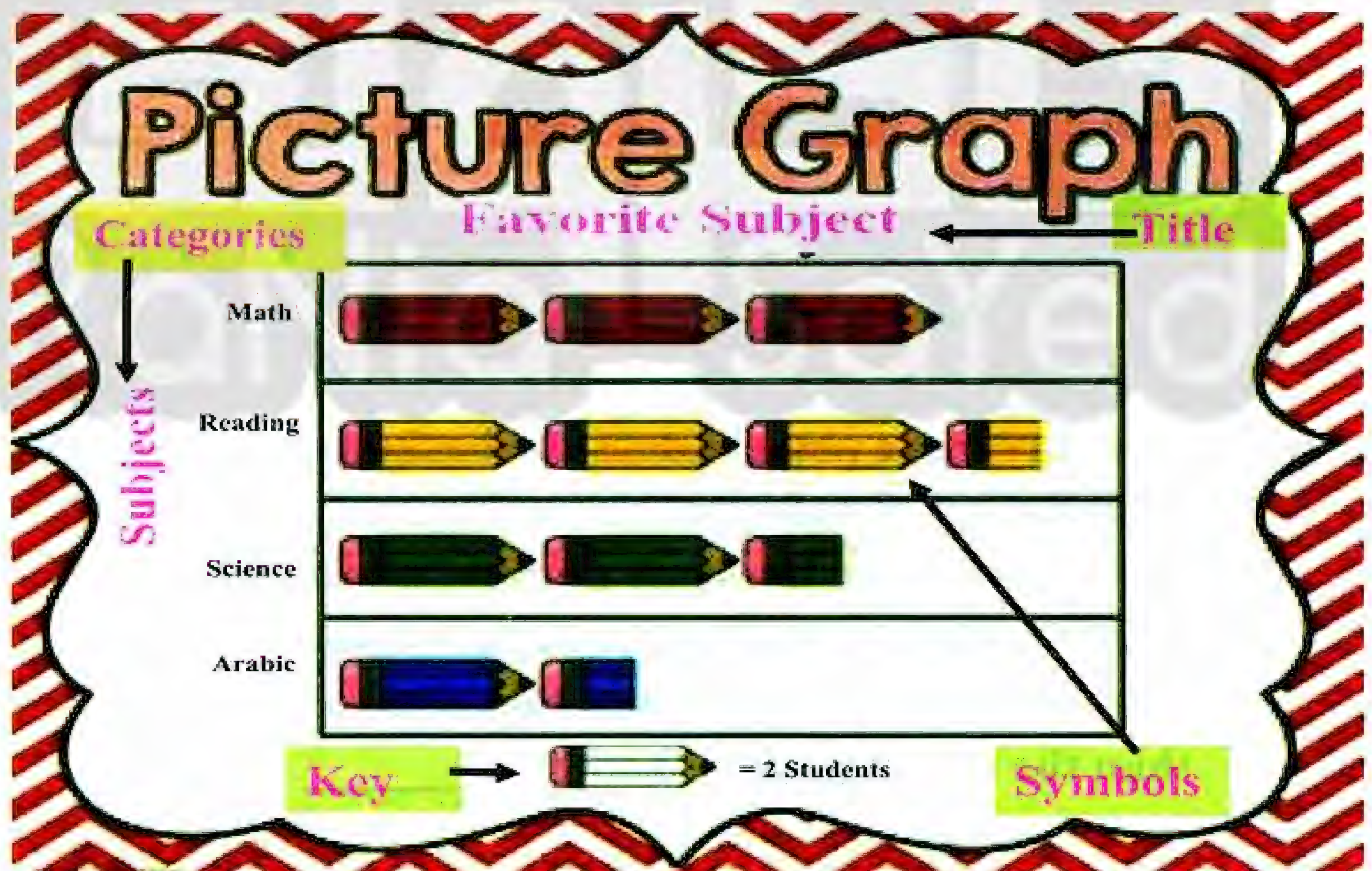
A word to the parents

A pictograph

Is a **graph** that uses **pictures** or **symbols** to show the value of data .

In the picture graph you will find a **key** .

The **key** tells us how much each **image** represents. **Quantity** means how much. Sometimes the **key** tells you that **each element** represents **1 , 2, 5 or 10** but if you have **half** the image, it means **half** the number shown in the **key**.





How many sand castles did we build ?



Carolyn



Hayley



Dane



Hannah




Hunter



Lawson



scale:  = 2 sand castles

Fill in the blank with the number of sandcastles each child built.

Carolyn _____ Hayley _____ Dane _____
Hannah _____ Hunter _____ Lawson _____


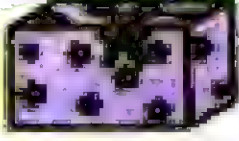

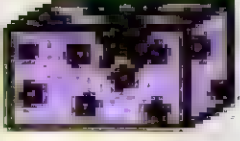















Christmas Gifts



Steven , Gloria , Andrew and Jessica received Christmas gifts from Santa Clause . Use the Pictograph to answer the questions .

Christmas Gifts	
Name	Number of Gifts
Steven	  
Gloria	     
Andrew	 
Jessica	   

Key



= 2 Gifts

- Who got the most number of gifts ?
- How many gifts did Andrew get ?
- Who got more gifts Jessica or Steven ?
- How many gifts did Gloria and Jessica get altogether ?
- Who got six gifts ?
- How many more gifts did Steven get than Andrew ?



Fish Tank



Elmer , Kathy , Javier and Julie are friends . The data shows the number of fish in each of their fish tank.

Draw pictograph to represent the data and answer the questions .

Elmer	Kathy	Javier	Julie
16	20	8	12

Fish Tank	
Name	Number of Fish
Elmer	
Kathy	
Javier	
Julie	

Key



= 2 fish



نقوم في أي عمل عليه العلامة دي

1) Who has most fish ?

2) Who has 20 fish ?

3) How many fewer fish did Javier have than Kathy?

4) How many fish did Elmer and Julie have altogether ?



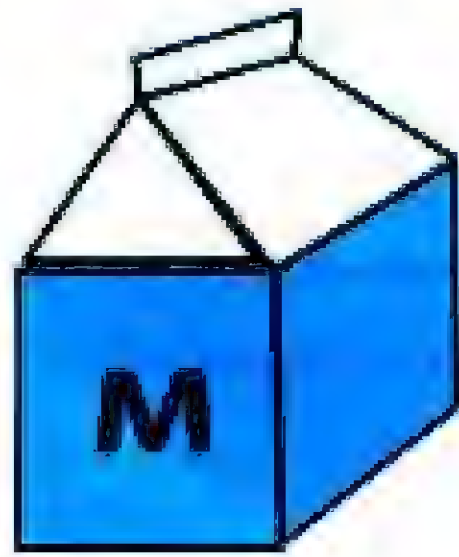
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Milk Helps you Grow !



Use the pictograph to see how many Tommy had in the past few weeks and answer the questions below .



Week	Amount of Milk
Week 1	  
Week 2	    
Week 3	   
Week 4	     
Week 5	    



= 3 glasses of milk

Questions:

1. How many glasses of milk did Tommy have in the first week?

Answer: _____

2. How many glasses of milk did Tommy have in week 4?

Answer: _____

3. Which week did Tommy have the least amount of milk?

Answer: _____

4. Which week did Tommy have the most milk? How much more was this compared to week 5?

Answer: _____

5. How many glasses of milk in total did he drink from week 1 to week 5?

Answer: _____




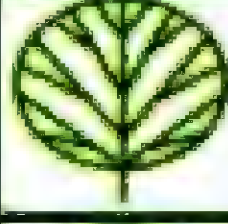












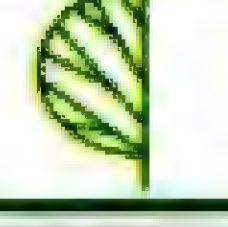






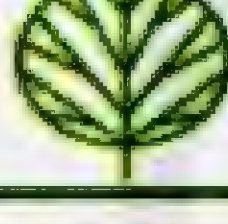

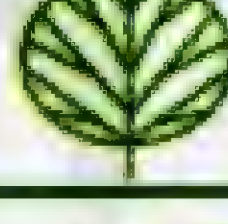

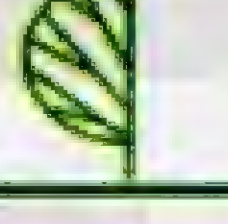




Growing Trees



Trees are important natural resources. Find out how many trees Bobby planted in the past few weeks by reading the pictograph below. Then, answer the questions.

Note: each tree in the pictograph stands for 2 trees.

WEEK	NUMBER OF TREES
WEEK 1	  
WEEK 2	      
WEEK 3	      
WEEK 4	    
WEEK 5	     

1. What does this symbol represent ?   = 2 trees
2. How many trees did Bobby plant in week 3 ?
3. In which week did Bobby plant the fewest trees ? how many did he plant that week ?
4. In which week did Bobby plant the most trees ? how many did he plant that week ?
5. Draw symbols to represent 5 trees ?

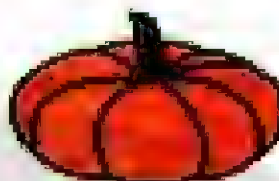


















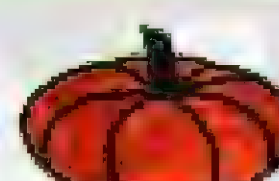






Pumpkin Harvest



The pictograph shows the number of pumpkin harvested by five farmers in the fall season .
Use the graph to answer the questions .

Pumpkin Harvest	
Name	Number of Pumpkins
Danny	   
Jacob	  
Ray	    
Edwin	     
Alex	   

Key



= 2 Pumpkins

- Who harvested the most? _____
- How many pumpkins did Jacob harvest? _____
- Who harvested 250 pumpkins? _____
- Name the farmers who have harvested the same number of pumpkins? _____
- Danny harvested more pumpkins than Ray. Is that true? _____





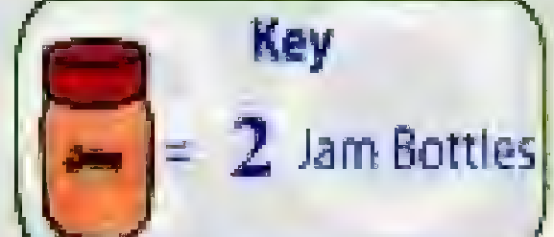
Jam Factory



The pictograph shows the number of bottles produced each day .

Use the information from the graph to answer the questions .

Jam Bottles Exported	
Day	Number of Jam Bottles
Monday	       
Tuesday	   
Wednesday	     
Thursday	    
Friday	       



- Which 2 days did they produce fewer bottles of jam ?
- How many key images would represent 11 Jars ?
- How many more bottles of jam were produced on Friday than Monday ?
- How many bottles of jam were produced on Wednesday and Thursday altogether ?
- How many bottles did the factory produce each week ?



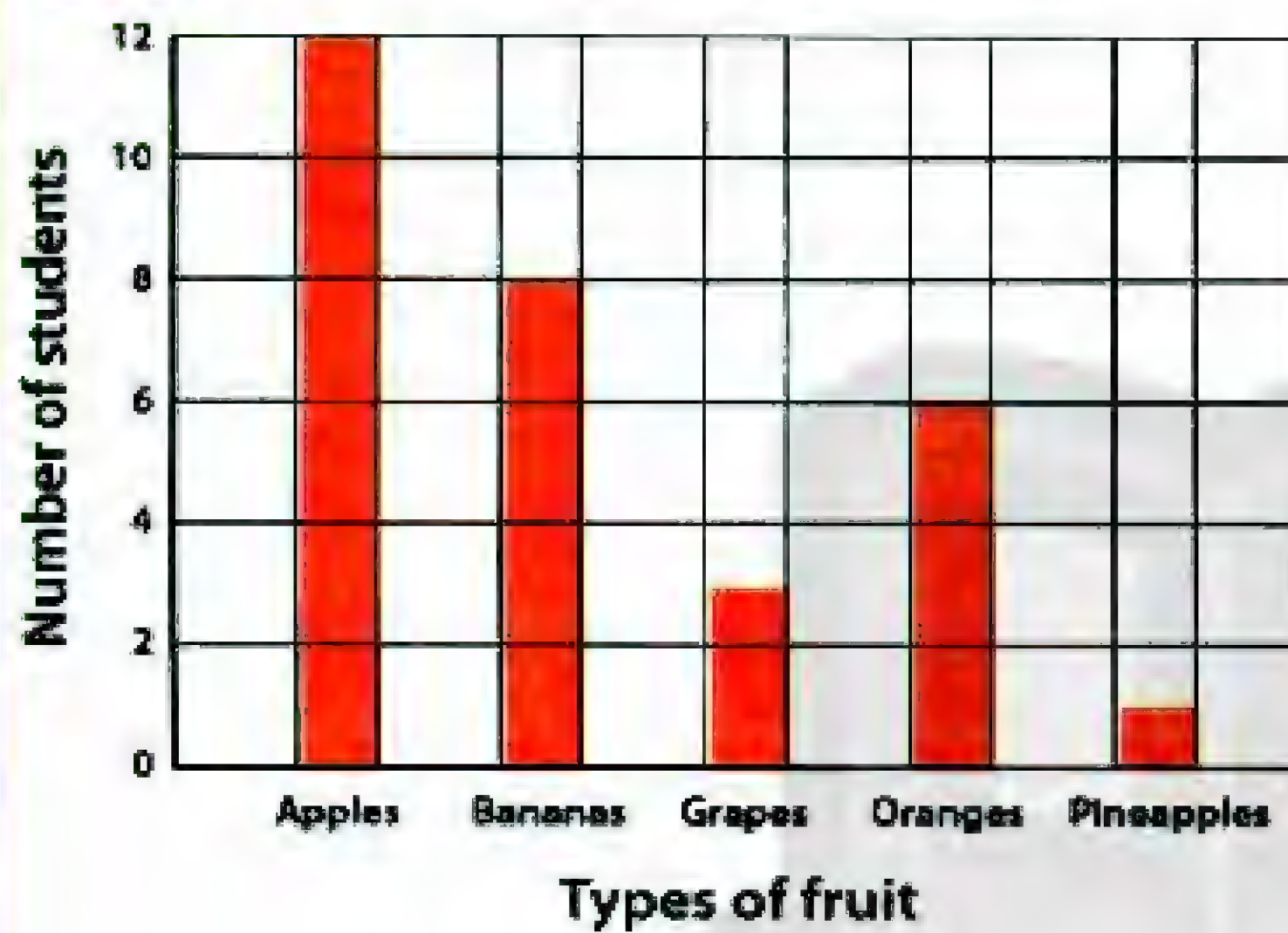


Graph practice !

Directions: Look at the information in the bar graph. Then, circle the correct answer.



Favorite Fruit



1. How many more kids like apples than grapes?

- a. 12 b. 4 c. 9

2. How many kids like apples and bananas?

- a. 20 b. 15 c. 8

3. How many kids like oranges?

- a. 1 b. 6 c. 3

Directions: Look at the information in the picture graph. Then, circle the correct answer.



Points Scored

Allen	   
Tyron	    
Chris	 
Jeff	     

 = 2 points

1. How many more points did Allen score than Chris?

- a. 8 b. 4 c. 2

2. How many points were scored in all?

- a. 34 b. 17 c. 10

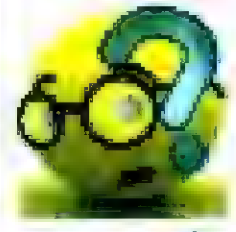
3. Who scored the most points?

- a. Chris b. Jeff c. Allen










Free Refills



This pictograph shows the number of drinks sold at each place .

Use the chart to answer the following questions .

Restaurant	Number of Drinks Sold
Tasty Taco	
Corner Burger	
Paul's Pizza	
Chicken Hut	
Pasta Dreams	

Each  = 10 drinks

- How many drinks did Tasty Taco and Paul's Pizza sell together ?
- Which place sold the most refills ?




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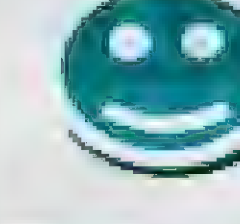

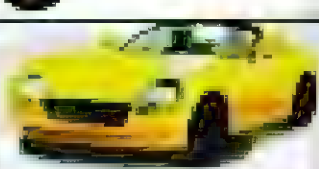



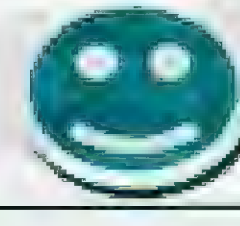
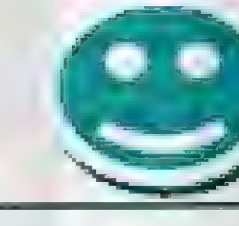

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 Read and answer questions about a pictograph.

This pictograph shows how a class of children travel to school.


 = 2

walk 							
bus 							
scooter 							
bike 							
car 							

1. How many children travel by scooter? _____
2. How many children travel by car? _____
3. Which is the least popular way of travelling to school? _____
4. Which is the most popular way of travelling to school? _____
5. How many children walk and travel by bike all together? _____
6. How many more children travel by scooter than on a bus? _____






 Use the data from the previous Pictograph to create a bar graph.

[illegible]



Carrots for Bunnies Reading a Pictograph

Your friends feed carrots to their pet bunnies. Find out how many carrots they gave to their pets and answer the questions below. Note: each carrot in the pictograph stands for 2 carrots fed.

Owner	Number of Carrots
Tony's	
Sammy's	
Lily's	



Questions:



= 2 carrots

1. How many carrots did Tony feed his bunny?

Answer: _____

2. How many carrots did Sammy feed her bunny?

Answer: _____

3. Who fed the most carrots?

Answer: _____

4. Who fed 12 carrots?

Answer: _____

5. Who fed more carrots, Tony or Lily?

Answer: _____




















Tomato Fest



The numbers of tomatoes are shown in the pictograph below.

Use the information below to answer the following questions .

Day	Picked Tomato
Day 1	     
Day 2	   
Day 3	   
Day 4	  

Questions:



= 5 tomatoes

1. How many tomatoes did the farmer pick on the first day?

Answer: _____

2. What day did the farmer pick the most tomatoes?

Answer: _____

3. Which days did the farmer pick the same amount of tomatoes? How many did he pick in total both of those days?

Answer: _____

4. What's the difference between the number of tomatoes picked on Day 3 and Day 4?

Answer: _____

5. How many tomatoes in total did he pick for this season?

Answer: _____



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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 Use the data from the previous Pictograph to create a bar graph.

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هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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It's Christmas ! Find your way to Grandma's house by filling in the missing numbers in each set below .

16 18 20 _____



10 8 4 2 _____



78 79 _____ 82



_____ 55 56 _____ 58

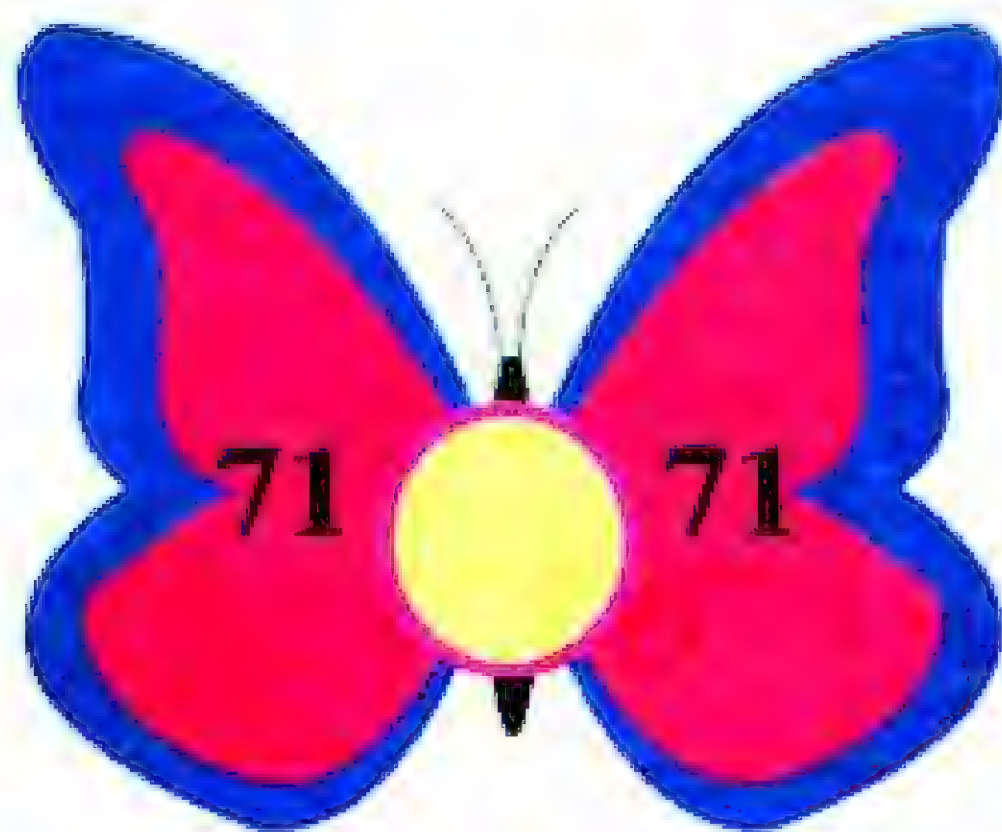
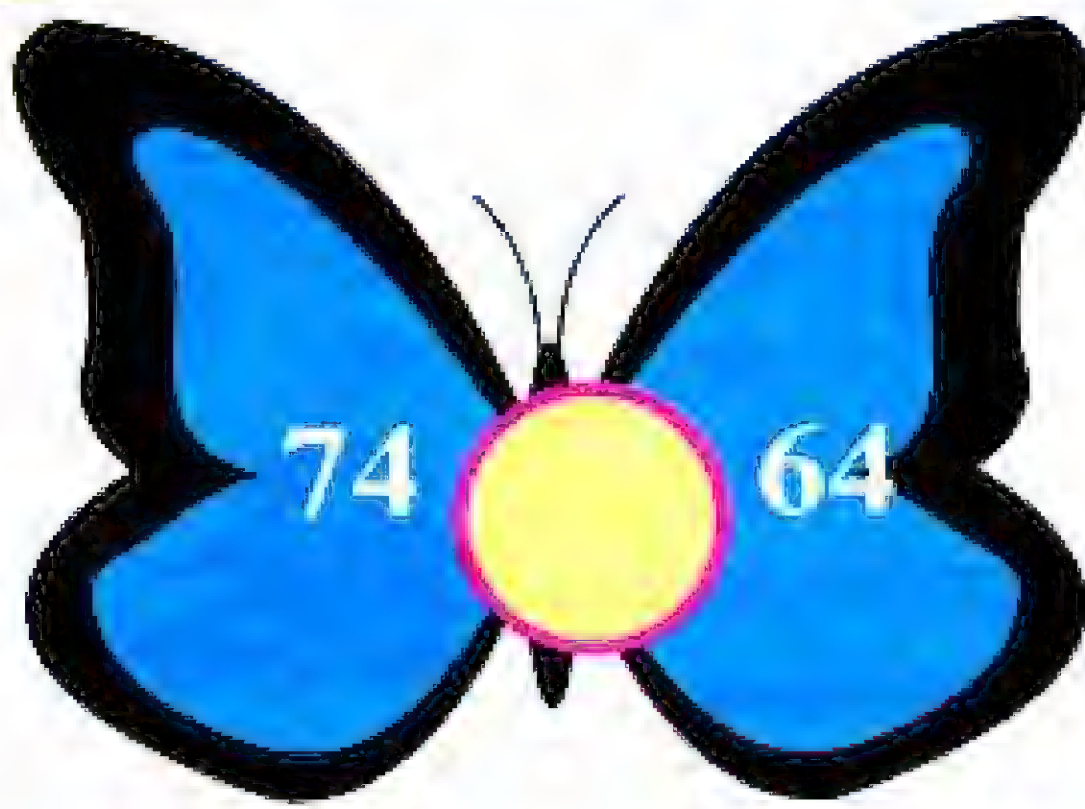


_____ _____ 63 62 61






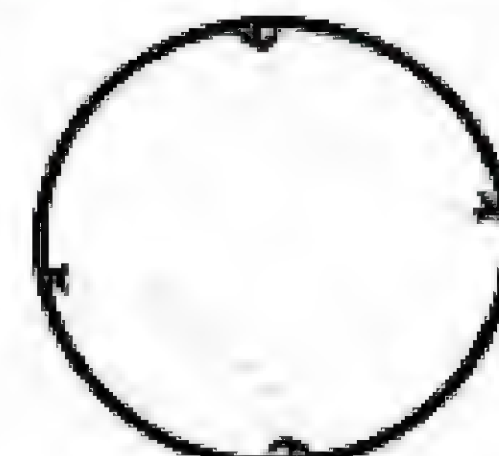


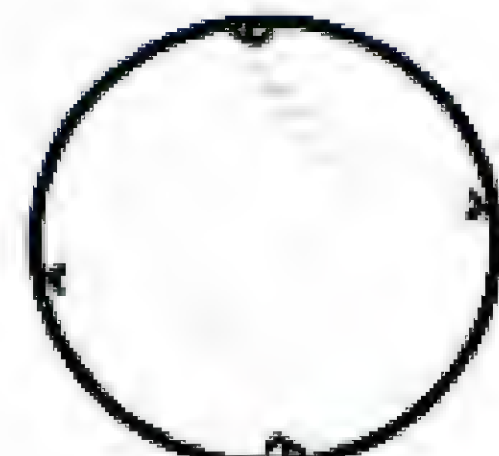





Put the suitable sign $<$, $>$ or $=$





Practice skip counting to complete the rest of the pattern .

Count by 2s. Write in the missing numbers:

1.					
2.					

Count by 5s. Write in the missing numbers:

3.					
4.					

Count by 10s. Write in the missing numbers:

5.					
6.					





Missing Numbers: 1-100



This hundreds chart is missing some numbers. Use your knowledge of number patterns to fill in the chart! You may work in any order you choose! Which pattern is easiest to fill in? You decide!

1	2	★	4	5	6	★	★	9	10
11	★	13	14	★	★	17	18	19	20
21	22	23	★	25	★	27	28	29	★
★	32	33	34	35	36	★	38	★	40
41	42	★	44	★	46	47	★	49	50
51	★	★	54	55	56	57	58	59	★
61	62	63	★	65	★	67	68	★	70
★	72	73	74	75	76	★	★	79	80
★	82	83	★	85	86	87	★	89	90
91	★	93	94	95	★	97	98	★	100





Mental Math

Chapter 2

Lessons
from 11 -20



A word to the parents

By the end of this lesson your child should be able to

- Double and half any number within 20 .

Doubling Strategy

لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق الليجرام

To double a number we add that number to itself.

For example:



+



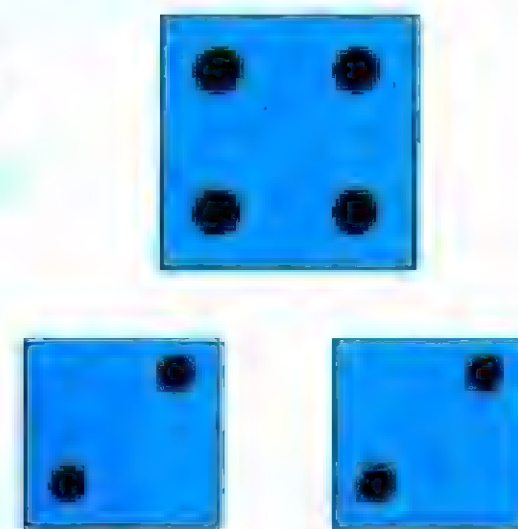
$$2 + 2 = 4$$

To double 3 we add 3.

$$3 + 3 = 6$$

To Half a number you need to distribute it
equally among 2 groups

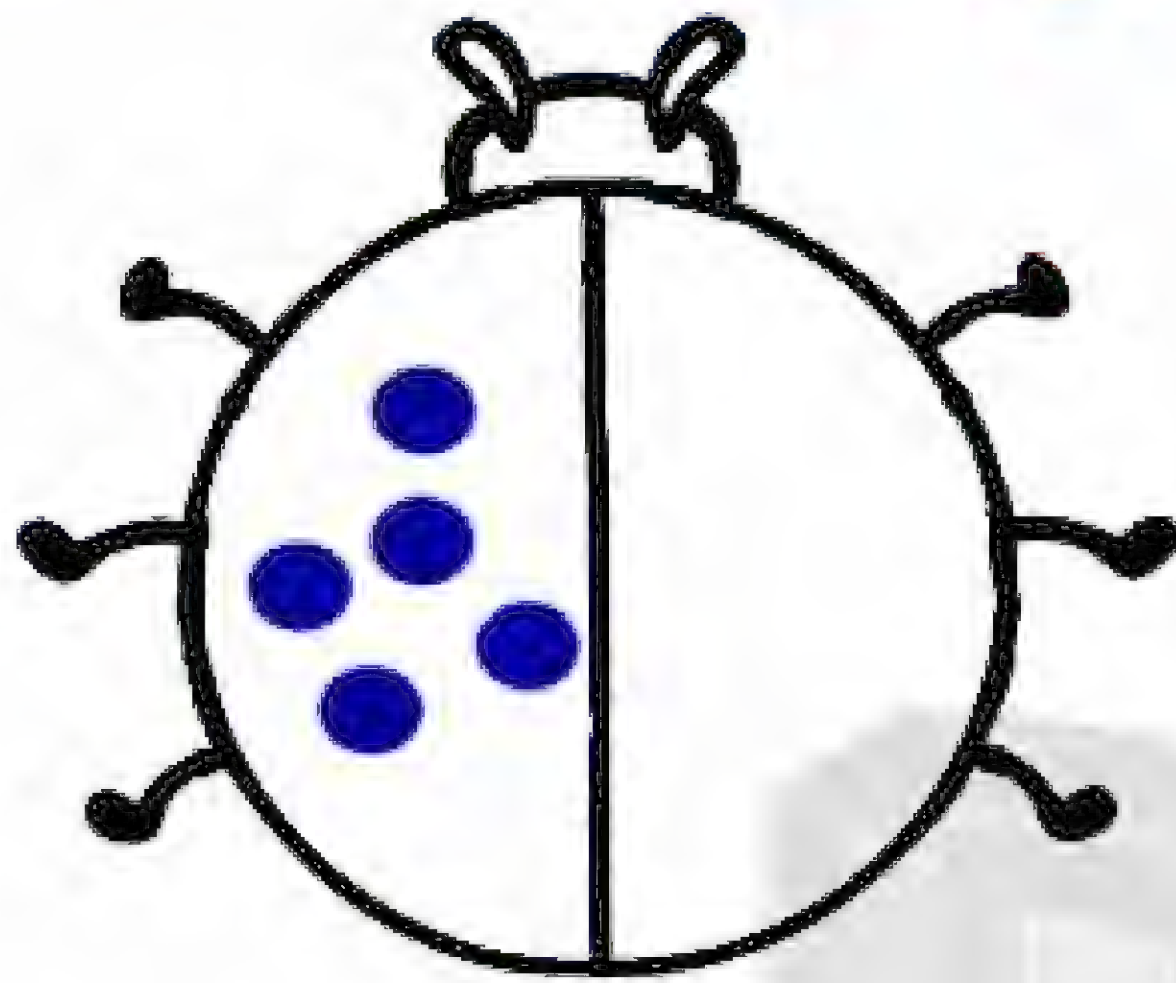
For example half of 4



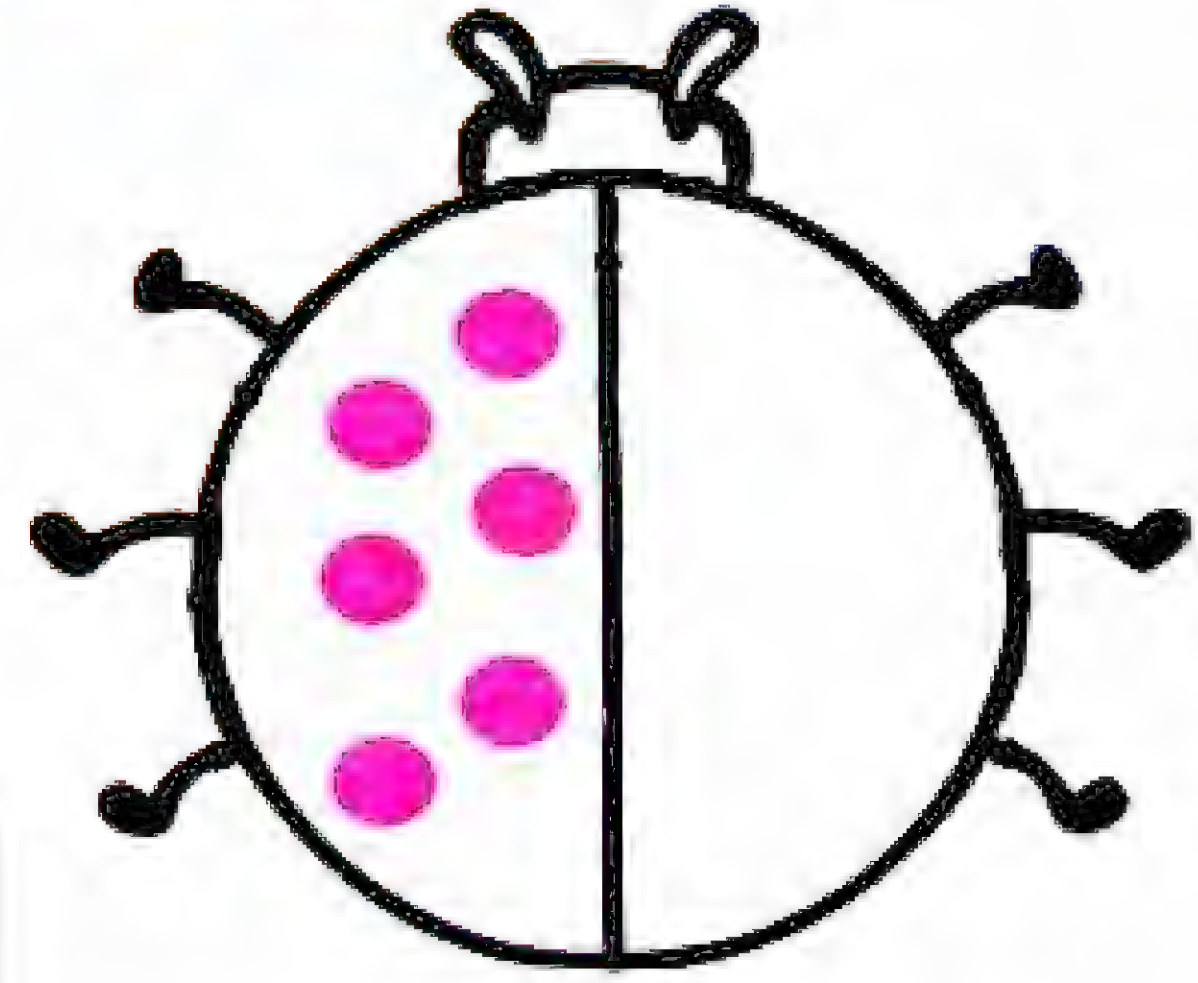


Complete to get the double of each number

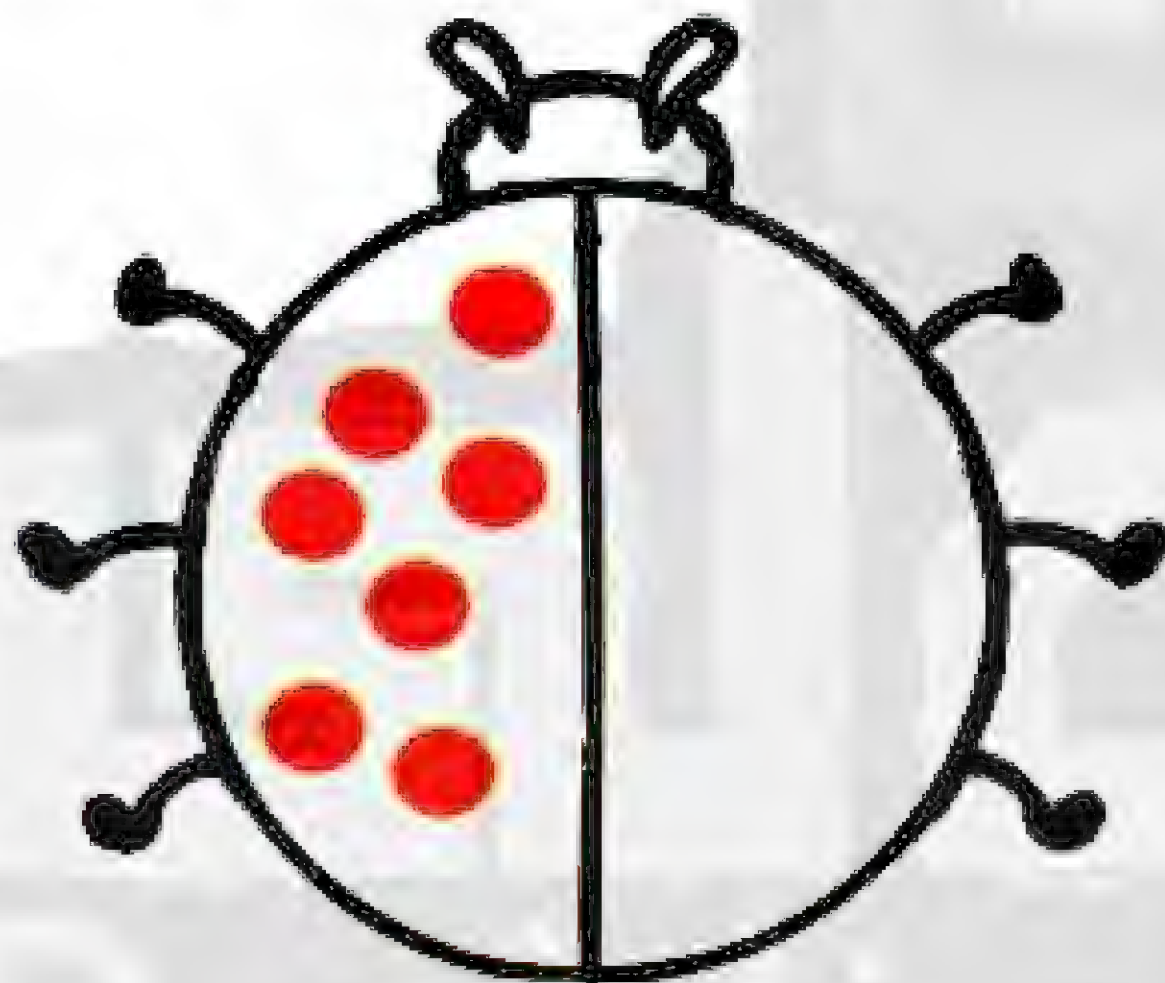
Ladybird Doubles



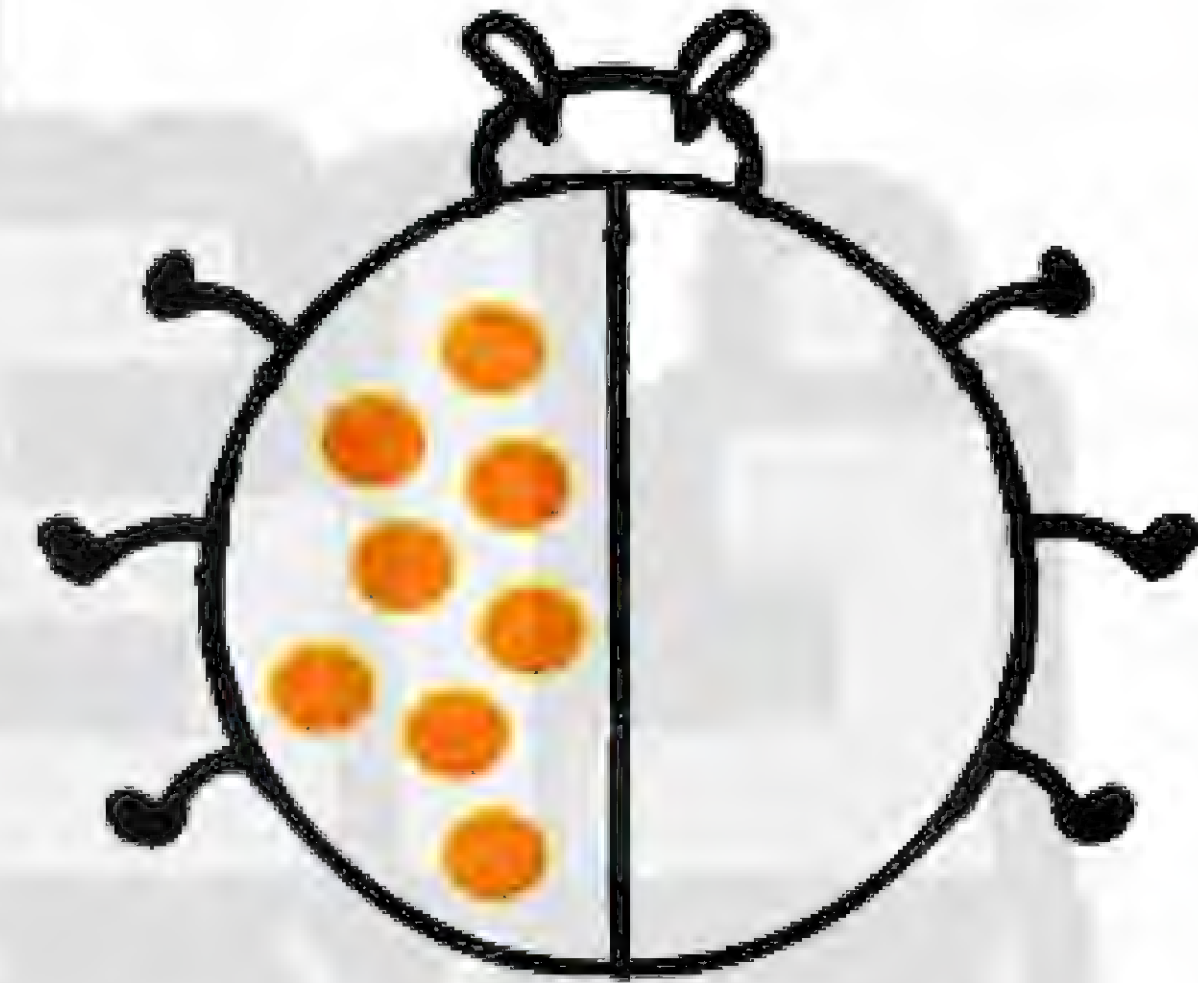
Double 5 is _____



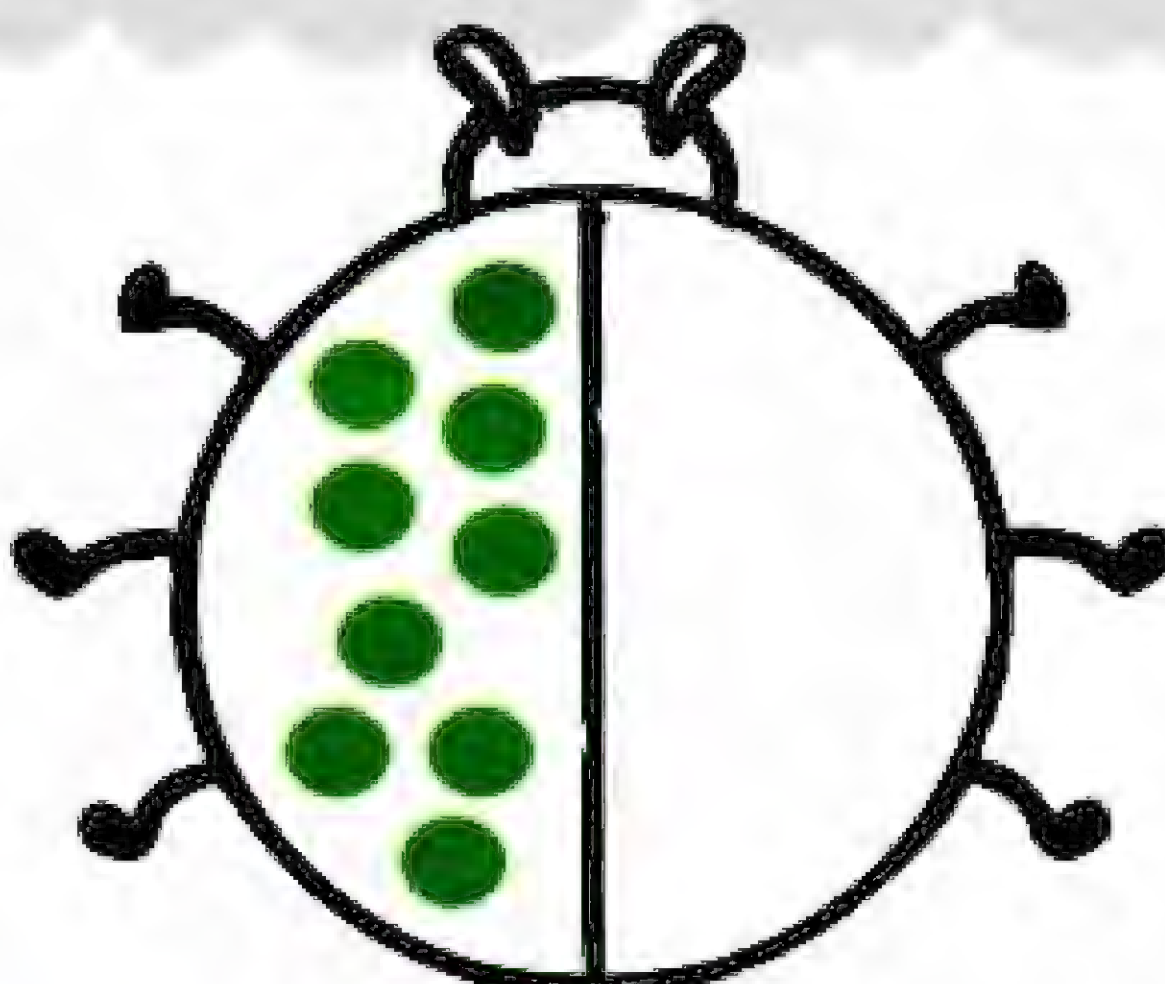
Double 6 is _____



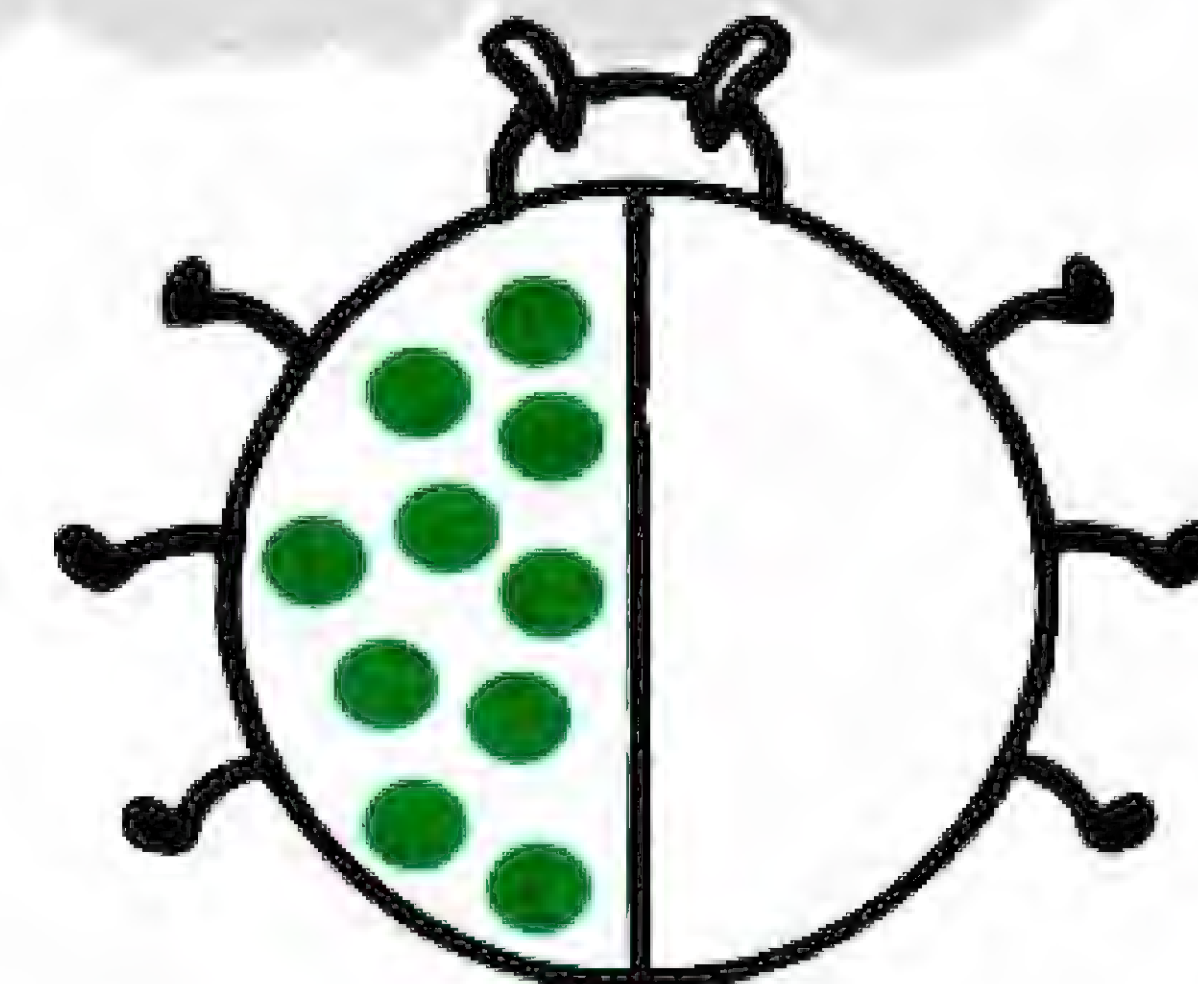
Double 7 is _____



Double 8 is _____

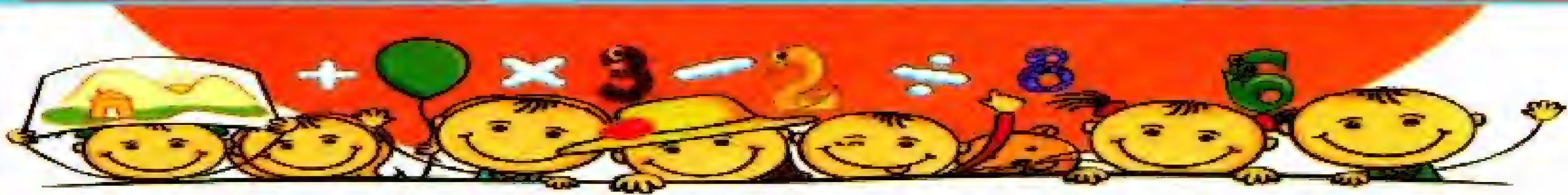


Double 9 is _____



Double 10 is _____





Dice Doubles



Write the number sentence for each double .

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} \quad 1 + 1 = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \\ \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \hline \end{array} \quad 2 + 2 = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} \quad 3 + 3 = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \bullet \\ \hline \end{array} \quad 4 + 4 = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \bullet \\ \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \bullet \\ \bullet \\ \hline \end{array} \quad 5 + 5 = \underline{\hspace{2cm}}$$





Butterfly Doubles



Write the number sentence for each double .



$$6 + 6 = \underline{\hspace{2cm}}$$



$$7 + 7 = \underline{\hspace{2cm}}$$



$$8 + 8 = \underline{\hspace{2cm}}$$



$$9 + 9 = \underline{\hspace{2cm}}$$



$$10 + 10 = \underline{\hspace{2cm}}$$

لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق الأليجرام

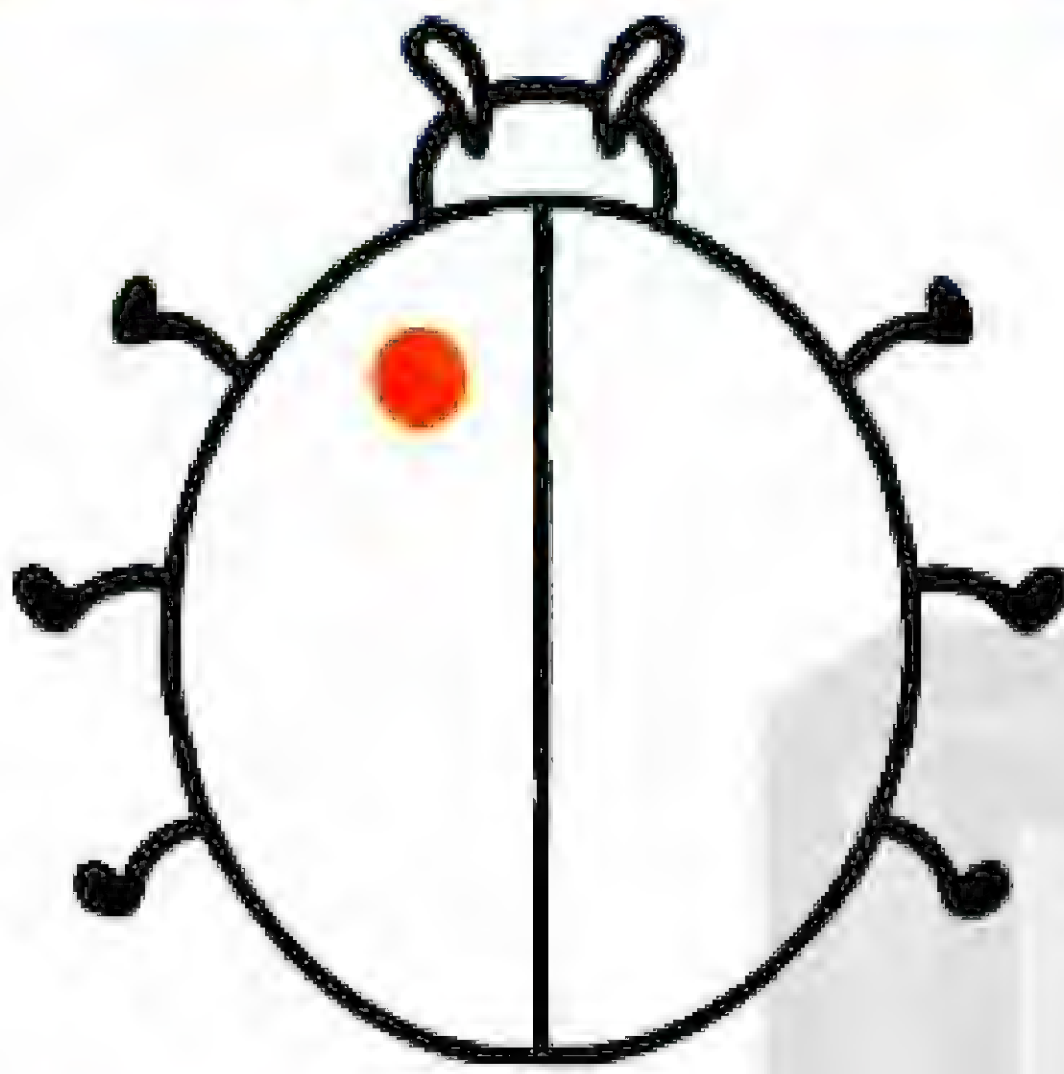




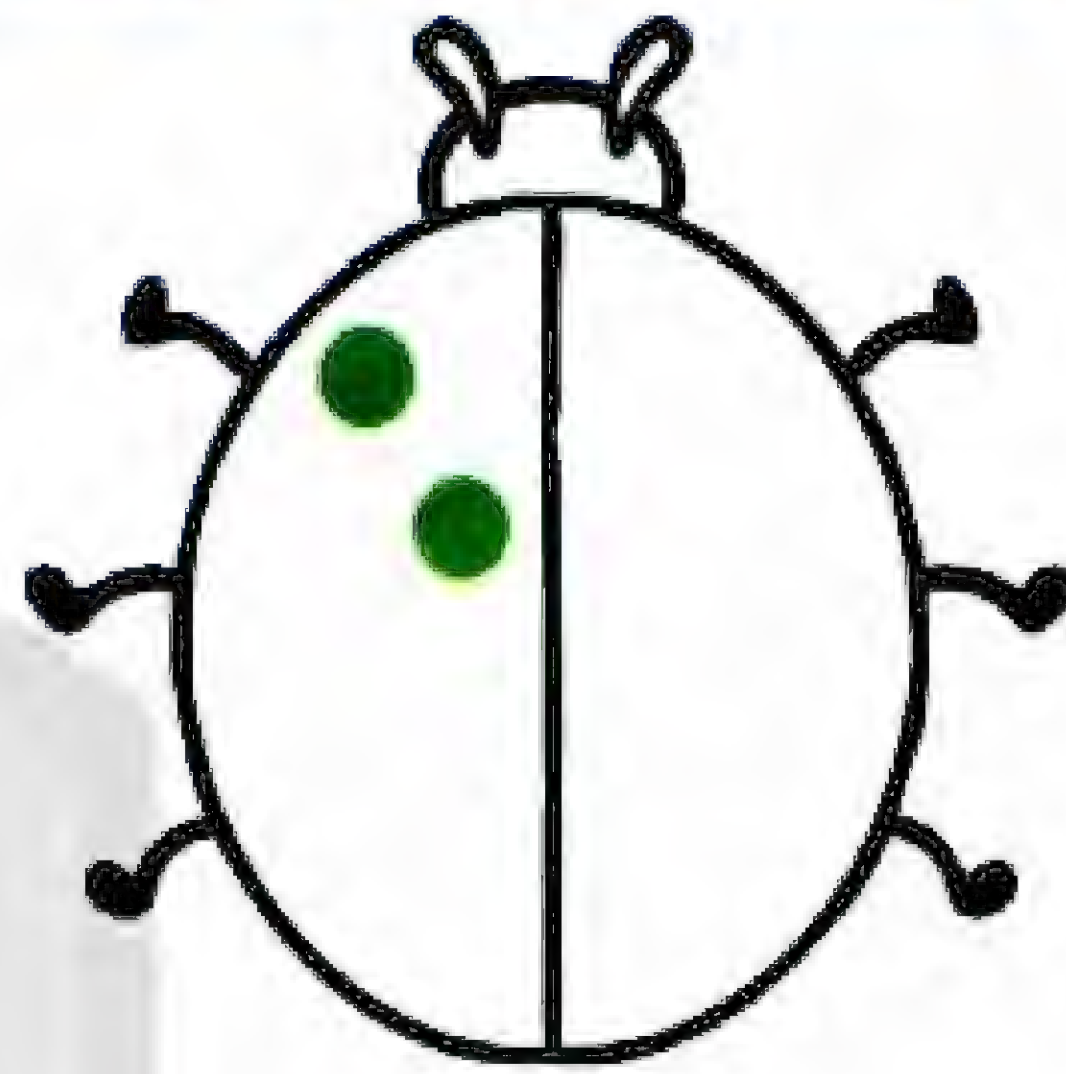
Ladybird Doubles



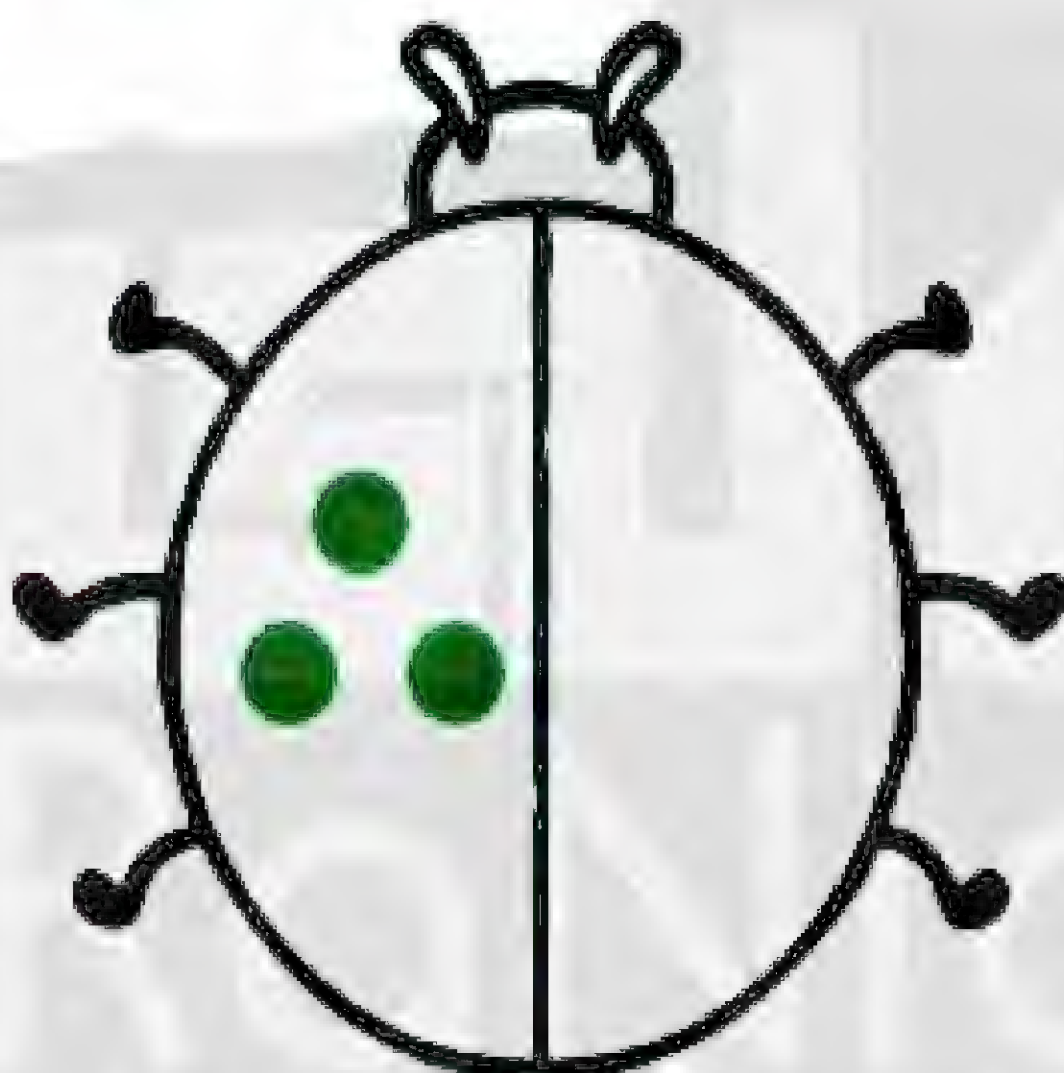
Complete to make doubles in each of the following .



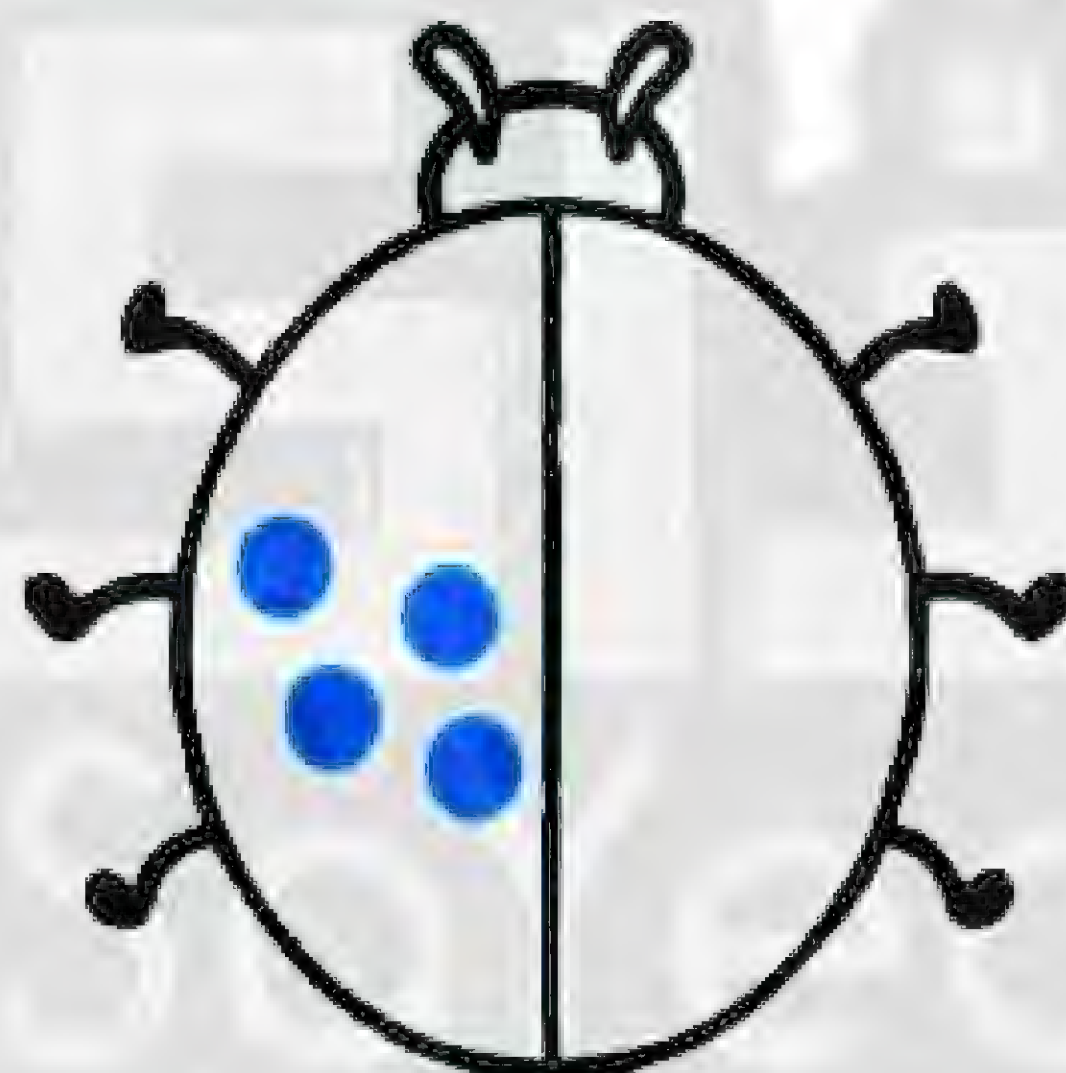
Double 1 is _____



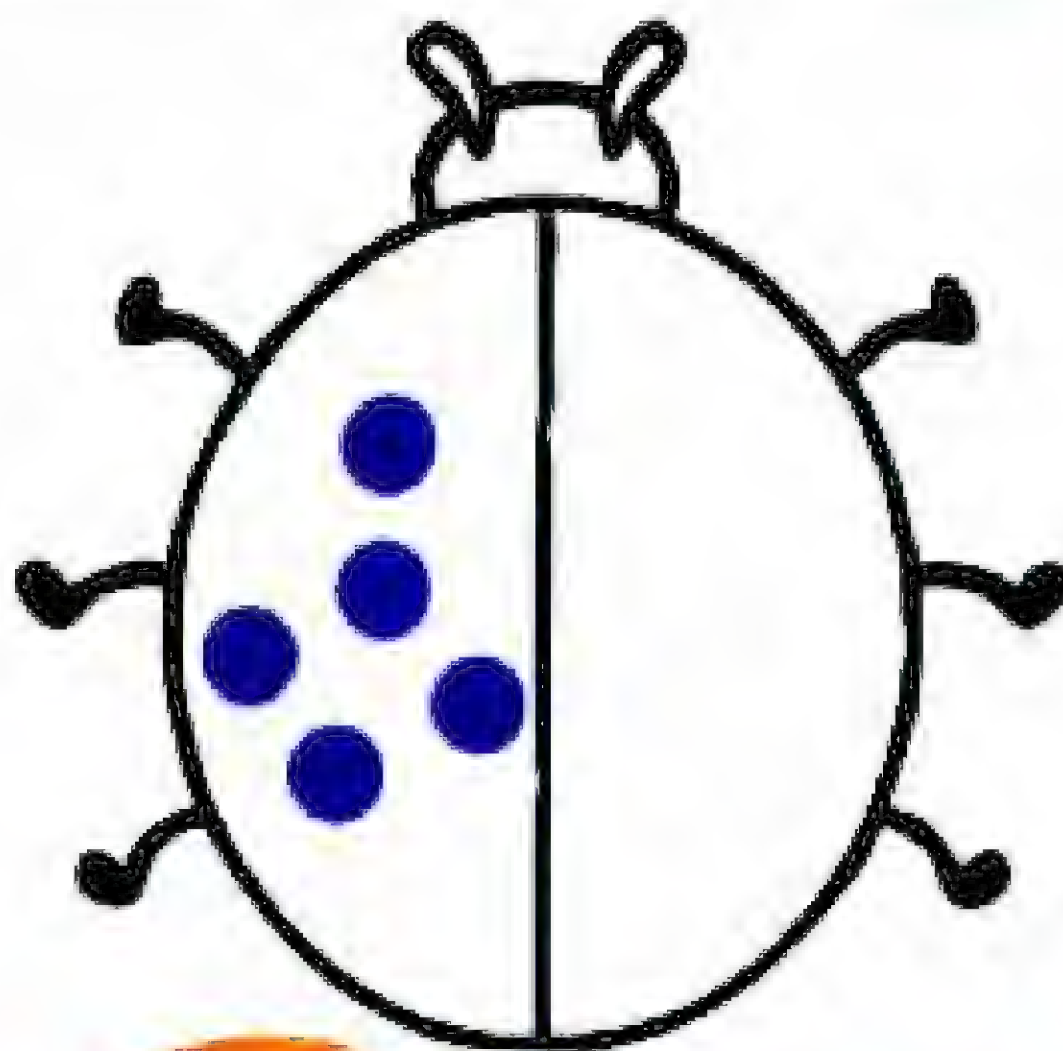
Double 2 is _____



Double 3 is _____



Double 4 is _____



Double 5 is _____

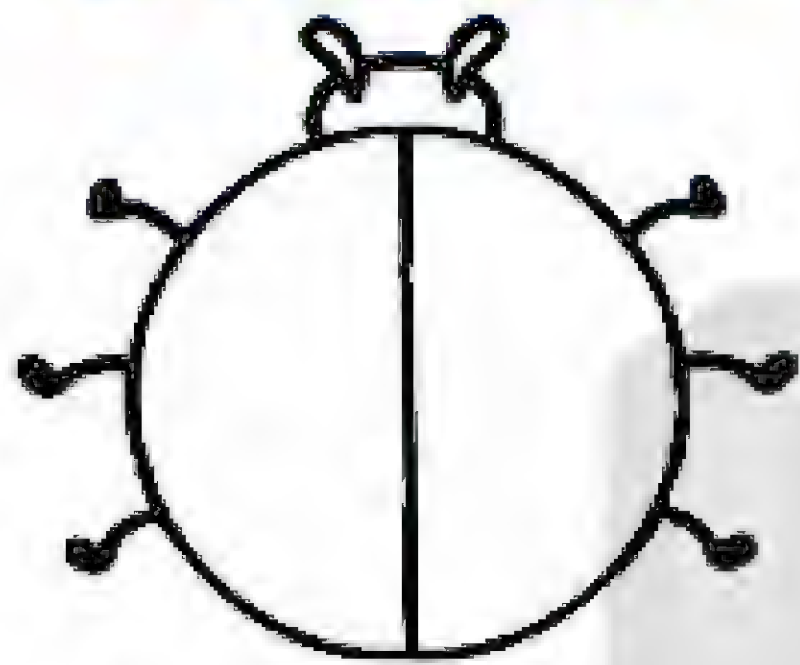
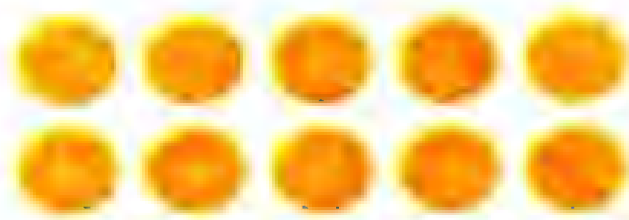




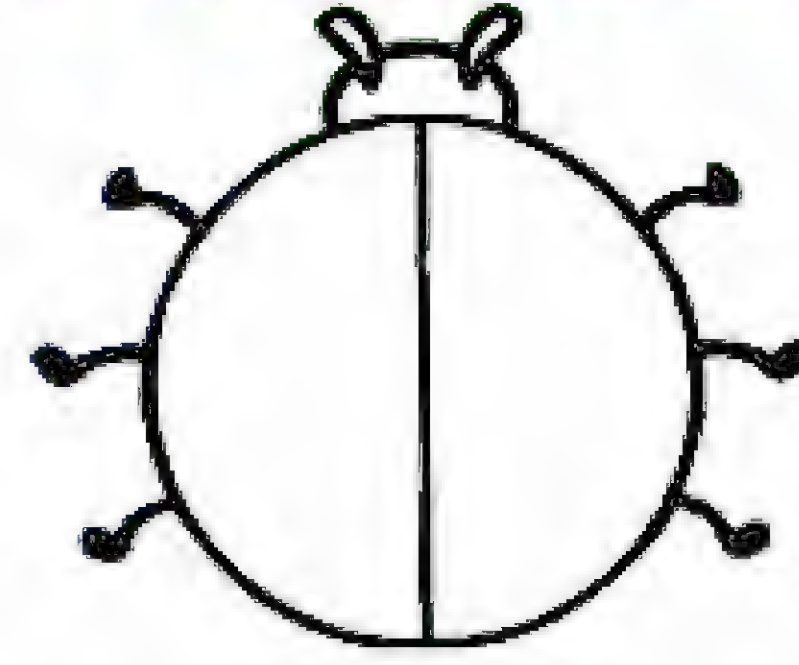
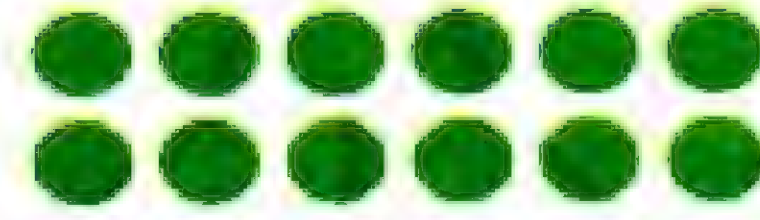
Ladybird Halving to 20



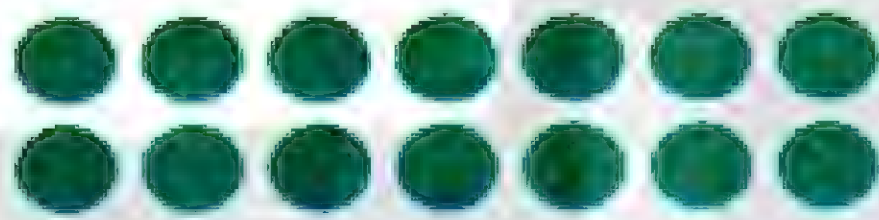
Draw half of the spots in one side and the other half on the other side .



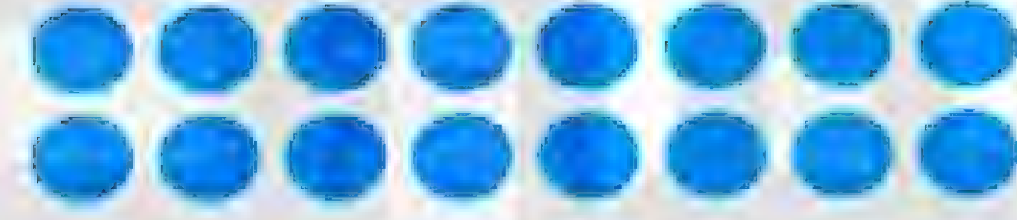
Half of 10 is _____



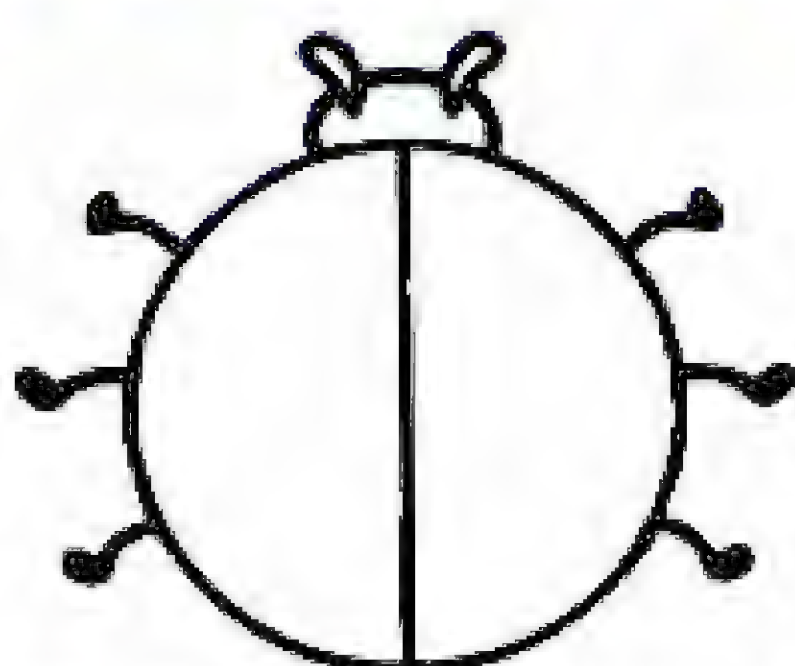
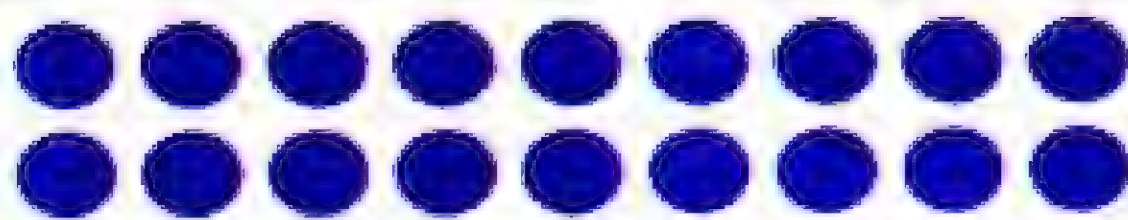
Half of 12 is _____



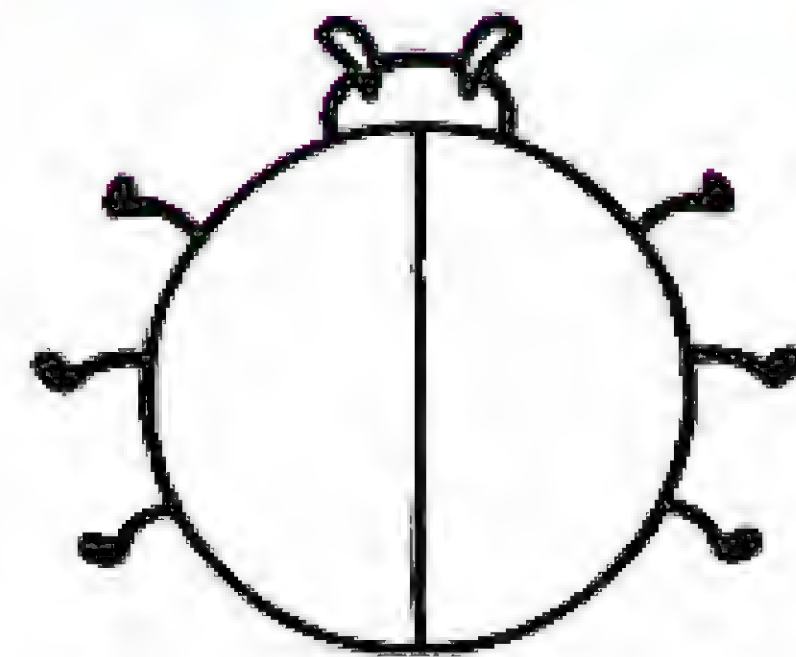
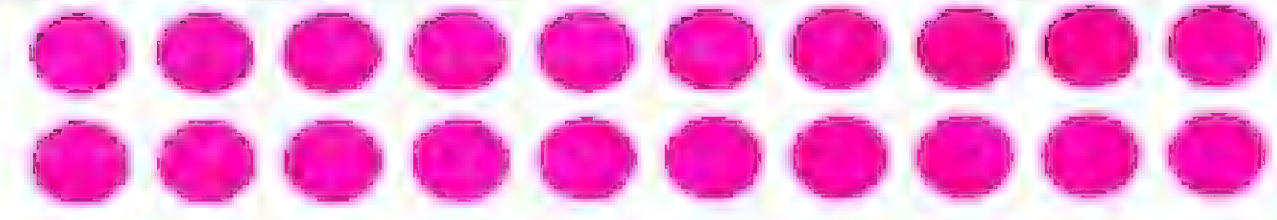
Half of 14 is _____



Half of 16 is _____



Half of 18 is _____



Half of 20 is _____





Doubling Facts



Get the double of each of the following .

Double 1



eyes

$$1 + 1 = \boxed{\quad}$$

Double 2



trainers

$$2 + 2 = \boxed{\quad}$$

Double 3



wheels

$$3 + 3 = \boxed{\quad}$$

Double 4



legs

$$4 + 4 = \boxed{\quad}$$

Double 5



toes

$$5 + 5 = \boxed{\quad}$$

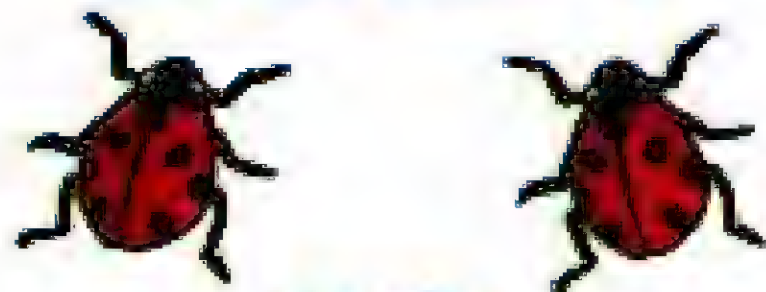
Double 6



legs

$$6 + 6 = \boxed{\quad}$$

Double 7



spots

$$7 + 7 = \boxed{\quad}$$

Double 8



legs

$$8 + 8 = \boxed{\quad}$$





Bees in the Garden Halving Activity



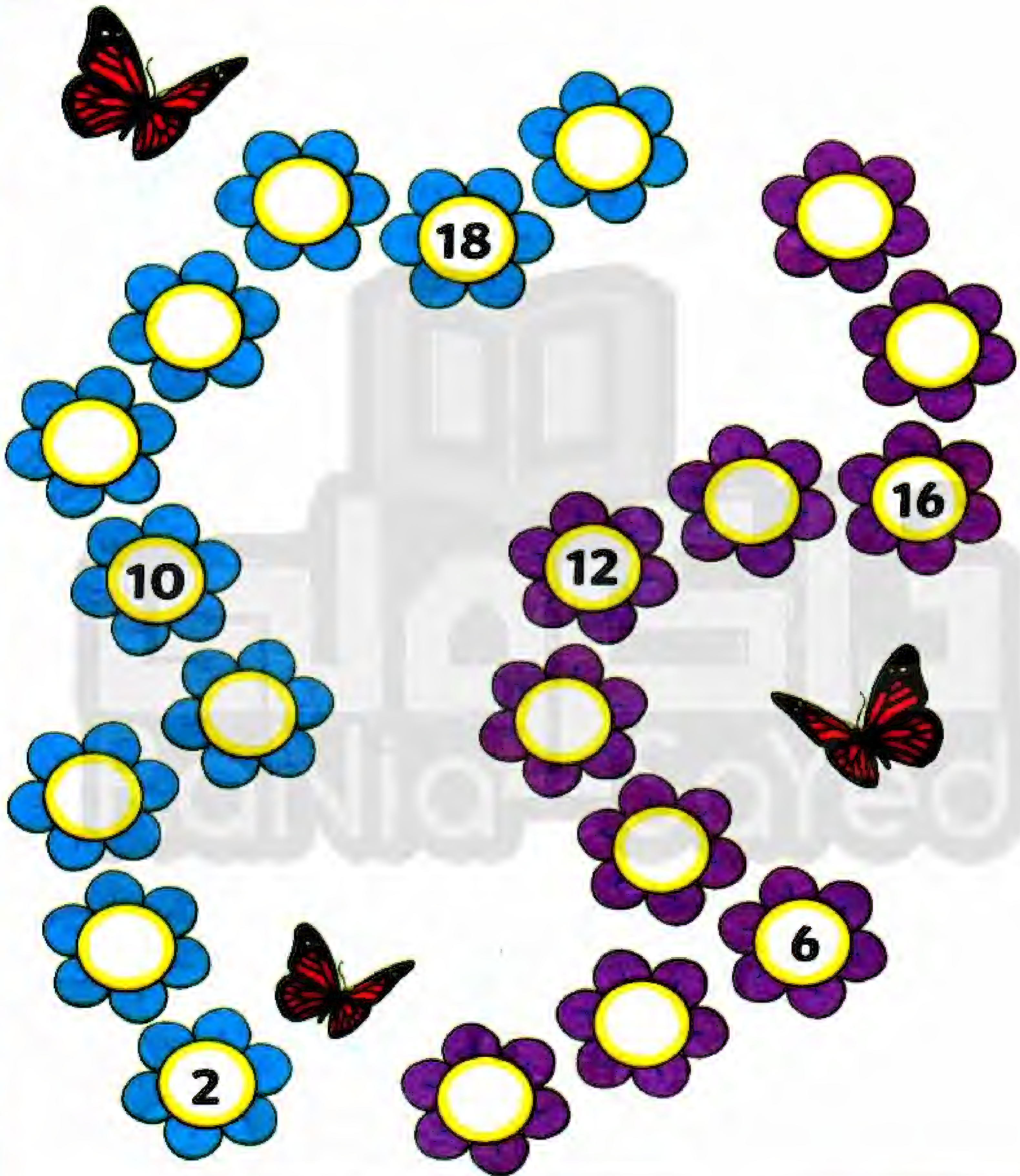
The queen bee needs to share the bees out fairly so that each flower has half the number of bees from the hive.

Can you help the queen bee put half of the bees on to each flower? Draw the bees on the flowers.





Fill in the missing numbers



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Winter Missing Numbers



Think of the rule of the pattern and Complete in the same pattern .



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Figure out the pattern in each set below and write the missing number .

16 — 20 — 24 —



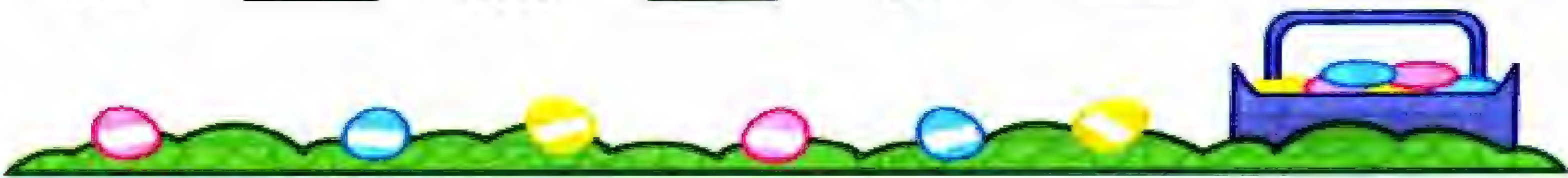
39 — 41 — 43 —



44 — 46 — 48 —



55 — 63 — 71 —





Complete the number sequence in each of the following .

	9	10
--	---	----

	13	14
--	----	----

0		2
---	--	---

6		8
---	--	---

14		16
----	--	----

18		20
----	--	----

3	4	
---	---	--

8		10
---	--	----

17		19
----	--	----

	1	2
--	---	---





Land the Plane



Help Mr. plan to arrive at the correct time by
Completing the missing number in each
sequence .



تفوقه في أي عمل عليه العلامة دي

18

16

14

31

28

27

15

11

28

37

32

50

53



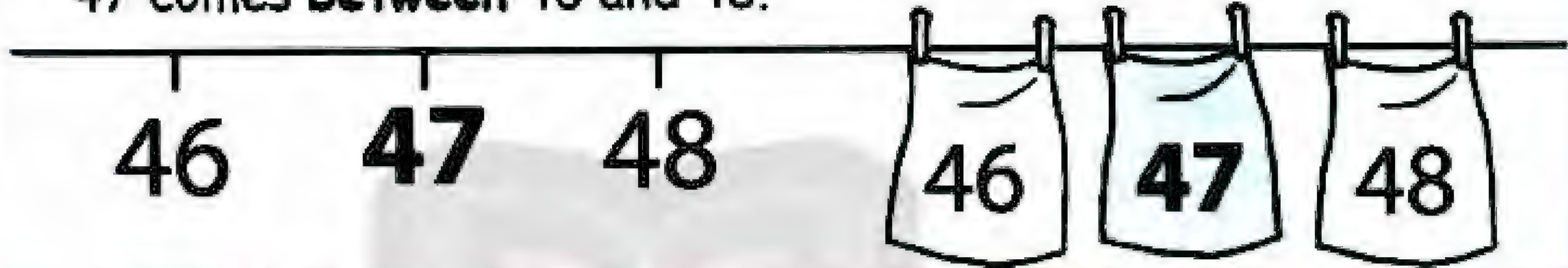
هذا العمل حصري على موقع ذاكرول التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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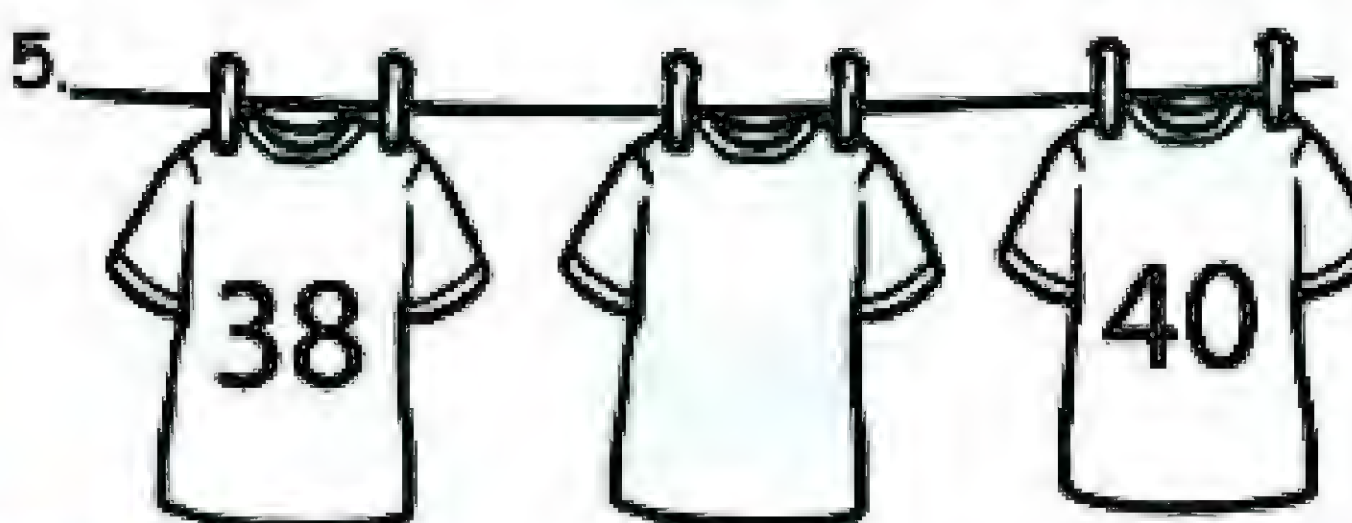
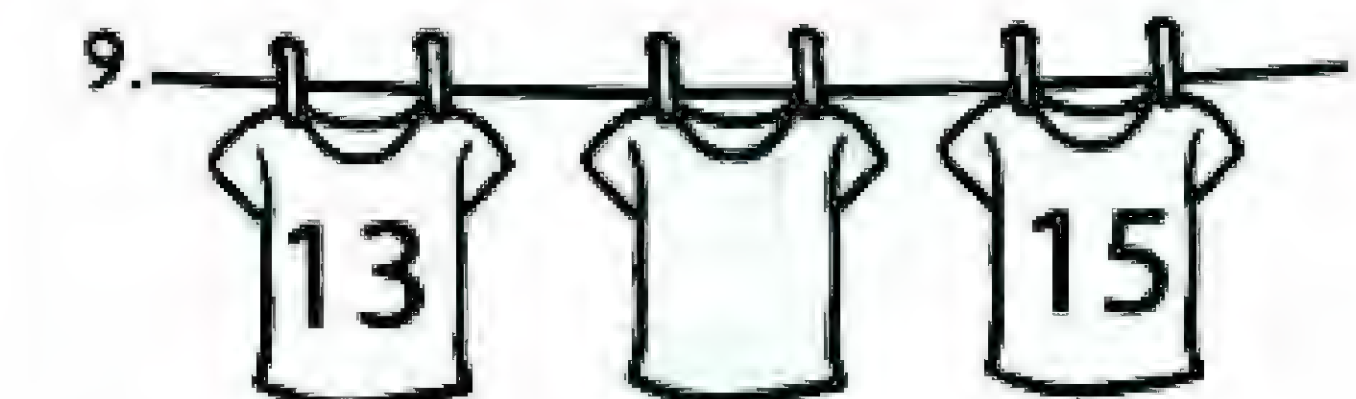
Write the number between in each of the following.

Number Order: WHAT COMES BETWEEN?

47 comes between 46 and 48.



Write the number that comes between.

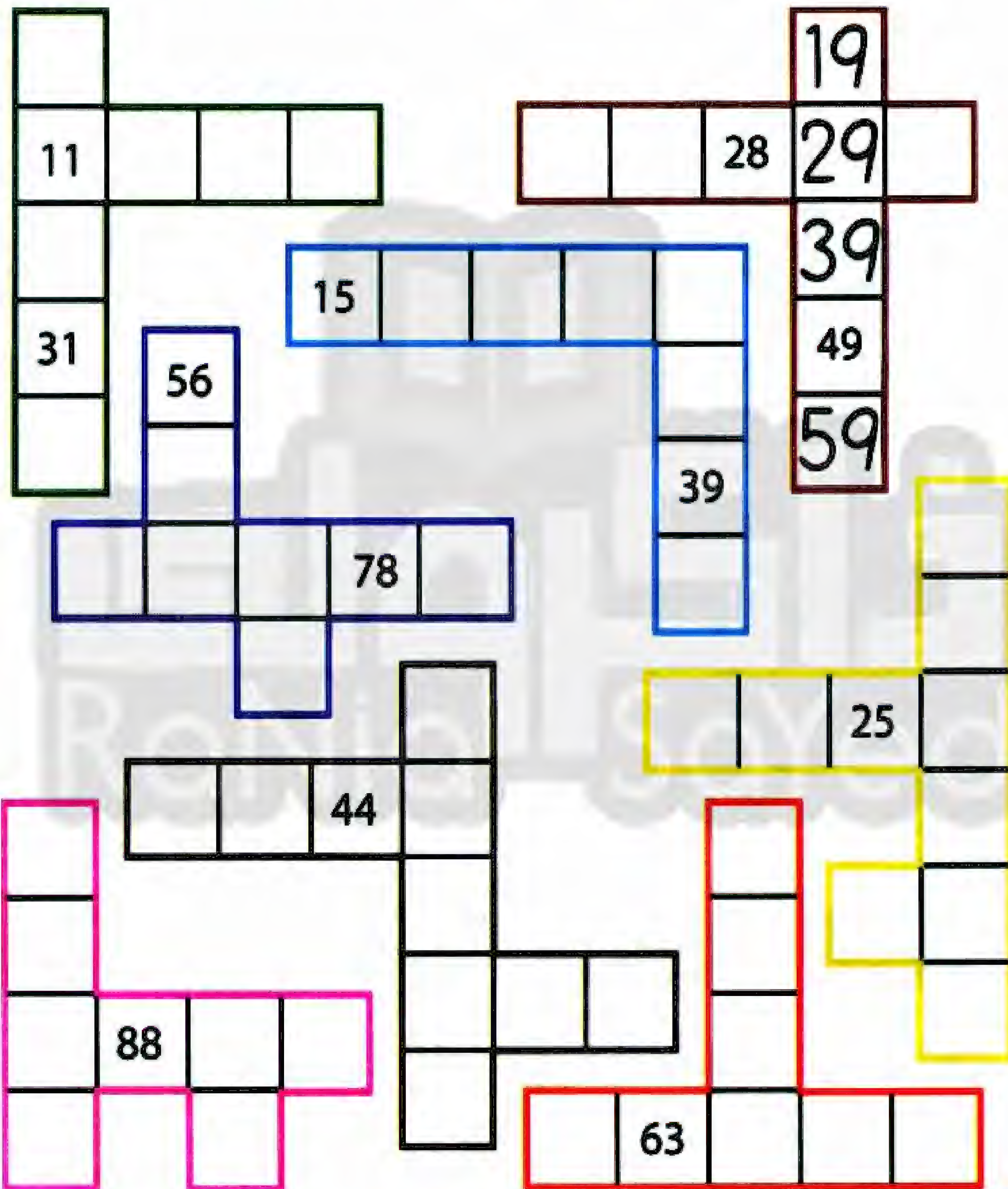




HUNDREDS OF PIECES!



Fill in the boxes on the puzzle pieces below .



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Fill in the missing number in each of the following .





Mental Math

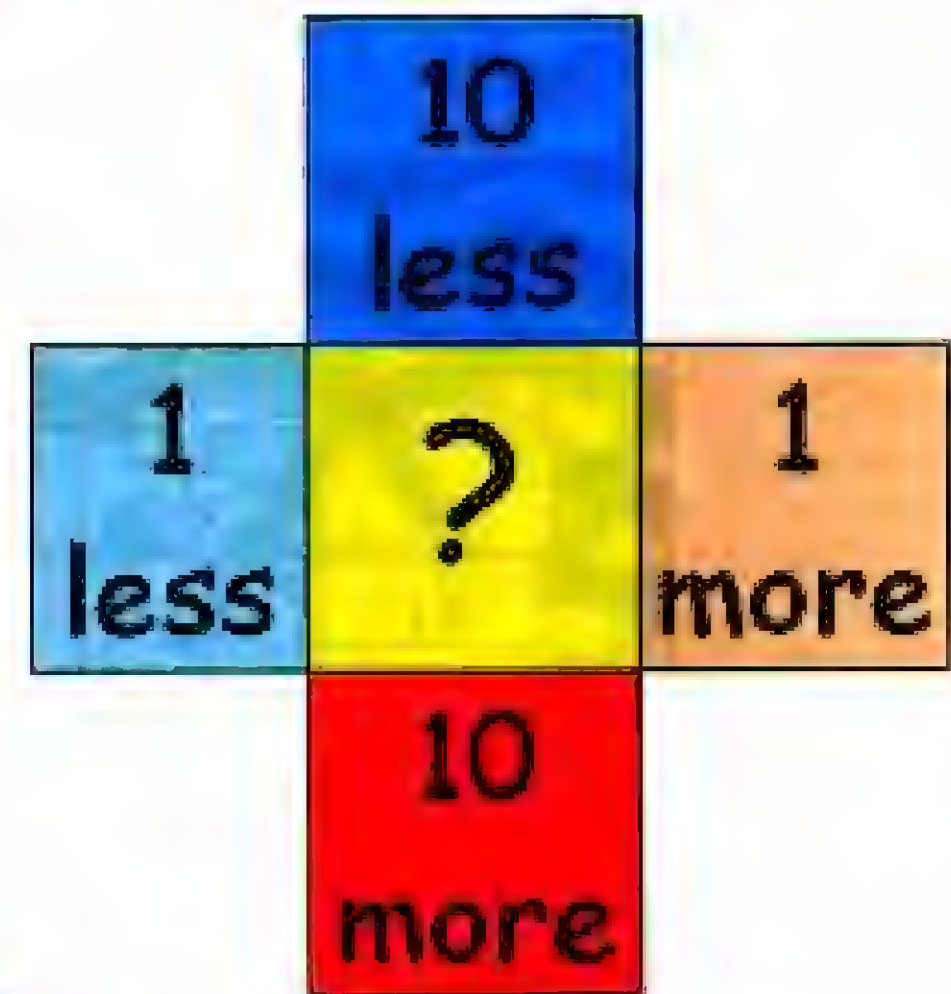
Addition using hundreds Chart



A word to the parents

By the end of this lesson your child should be able to

- Add or subtract using number line and 100 chart.



Using a Hundred Chart

Finding 10 more or 10 less

To find **10 more**
move down 1 square.

To find **10 less**
move up 1 square.

31	32	33	34	35
41	42	43	44	45
51	52	53	54	55

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



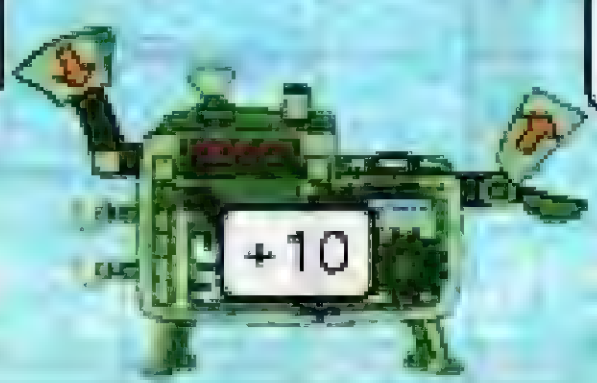


Use the number chart to add or subtract 10 .

Hundreds Chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

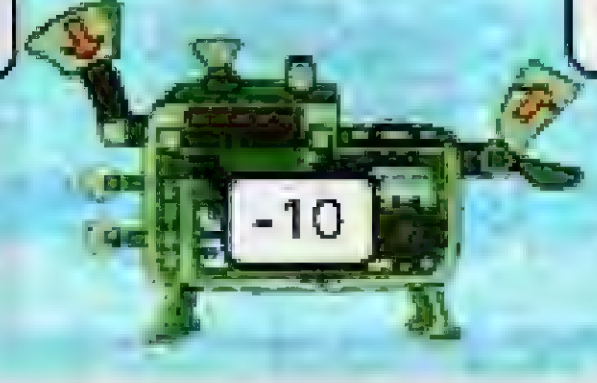
This machine adds 10.
What number will come out?

16



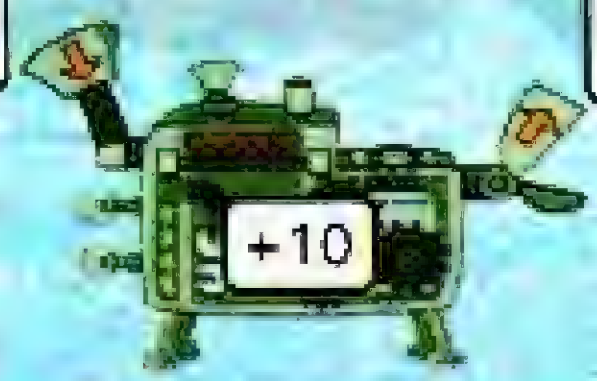
This machine subtracts 10.
What number will come out?

42



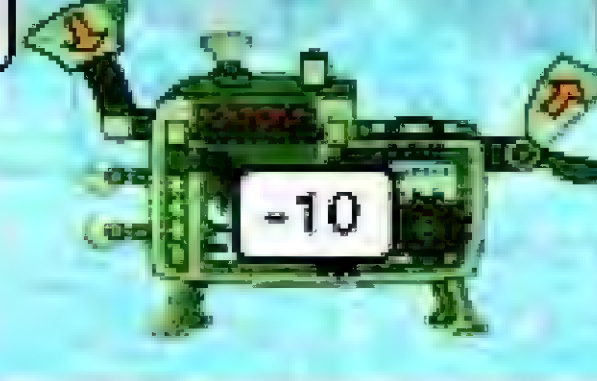
This machine adds 10.
What number will come out?

22



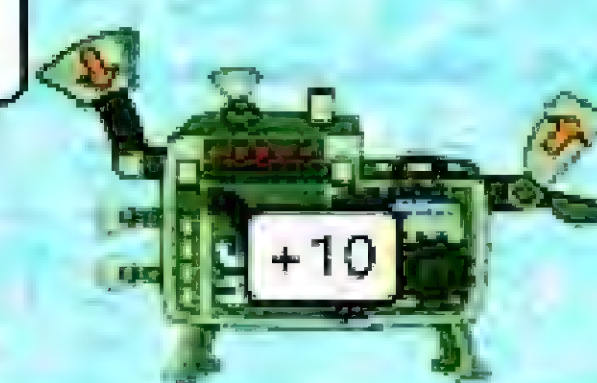
This machine subtracts 10.
What number will come out?

64



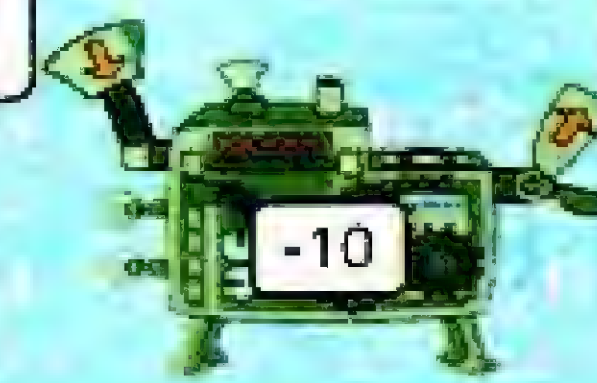
This machine adds 10.
What number will come out?

85



This machine subtracts 10.
What number will come out?

27



58



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Finding 10 more or 10 less



Use the number chart to add or subtract 10.

100 chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 more

17	→	---
26	→	---
58	→	---
89	→	---
32	→	---
12	→	---
39	→	---

10 less

---	←	65
---	←	44
---	←	19
---	←	23
---	←	40
---	←	77
---	←	17

Mixed

5	→	---
---	←	13
---	←	76
90	→	---
47	→	---
---	←	35
10	→	---





Use the 100 chart to find each sum .

HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To add 10 to a number, move down on the hundred chart one space.

To add 20 to a number, move down two spaces.

To add 30 to a number, move down three spaces.

To add 40 to a number, move down four spaces.

To add 50 to a number, move down five spaces.

$53 + 10 = \underline{\quad}$	$32 + 10 = \underline{\quad}$	$68 + 10 = \underline{\quad}$	$21 + 10 = \underline{\quad}$	$74 + 10 = \underline{\quad}$
$73 + 20 = \underline{\quad}$	$30 + 20 = \underline{\quad}$	$62 + 20 = \underline{\quad}$	$14 + 20 = \underline{\quad}$	$28 + 20 = \underline{\quad}$
$53 + 30 = \underline{\quad}$	$25 + 30 = \underline{\quad}$	$37 + 30 = \underline{\quad}$	$44 + 30 = \underline{\quad}$	$19 + 30 = \underline{\quad}$
$14 + 40 = \underline{\quad}$	$37 + 40 = \underline{\quad}$	$49 + 40 = \underline{\quad}$	$52 + 40 = \underline{\quad}$	$25 + 40 = \underline{\quad}$
$11 + 50 = \underline{\quad}$	$44 + 50 = \underline{\quad}$	$37 + 50 = \underline{\quad}$	$26 + 50 = \underline{\quad}$	$23 + 50 = \underline{\quad}$



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Use the 100 chart to find each difference .

HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

→ To subtract 10 from a number, move up on the hundred chart one space.

To subtract 20 to a number, move up two spaces.

To subtract 30 to a number, move up three spaces.

To subtract 40 to a number, move up four

53 - 10 = ____	32 - 10 = ____	68 - 10 = ____	21 - 10 = ____	74 - 10 = ____
73 - 20 = ____	30 - 20 = ____	62 - 20 = ____	54 - 20 = ____	28 - 20 = ____
53 - 30 = ____	65 - 30 = ____	37 - 30 = ____	44 - 30 = ____	79 - 30 = ____
84 - 40 = ____	67 - 40 = ____	49 - 40 = ____	52 - 40 = ____	95 - 40 = ____
91 - 50 = ____	64 - 50 = ____	57 - 50 = ____	76 - 50 = ____	83 - 50 = ____



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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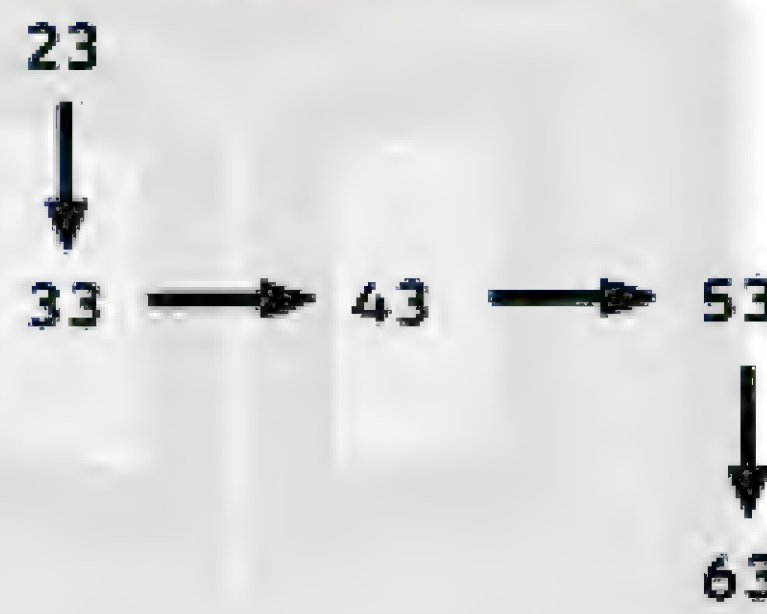



Lost in a Maze



I can find 10 more or 10 less than a given number

Cody needs to find his way to the golden cup. Choose a number from the top of the grid . Count 10 more or 10 less from the number each time , linking the numbers



18	48	23	34	17	37
68	58	53	29	27	17
76	52	56	47	37	37
56	22	67	57	81	66
	87	77	36	45	56
63	99	16	46	60	56





Counting on mental math strategy by using number chart .



A word to the parents

By the end of this lesson your child should be able to

- Add or subtract using Counting on method .

Example 1

$$13 + 6$$

Remember

In addition move to the right

(Forwards)

$$13 + 6 = 19$$

Start from the bigger number 13 and then move 6 steps to the right .

Numbers 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Example 2

$$29 - 6$$

Remember

In Subtraction move to the left

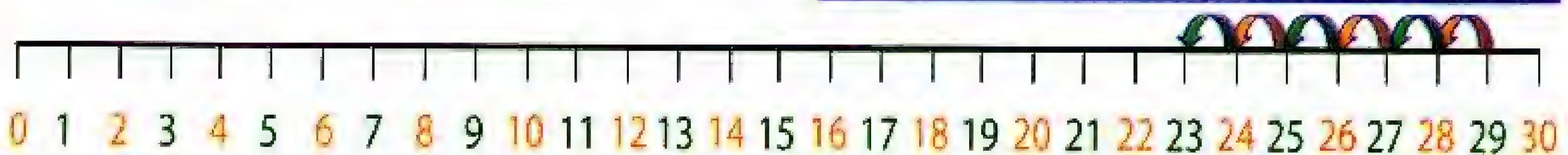
(Backwards)

$$29 - 6 = 23$$

Start from the bigger number 29 and then move 6 steps to the left .

Numbers 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

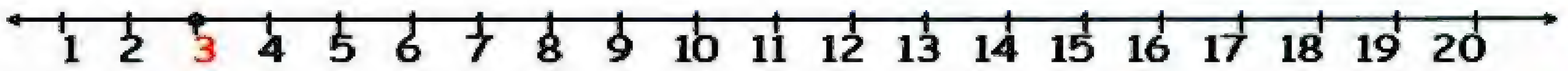




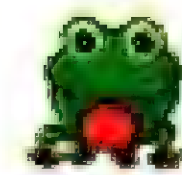
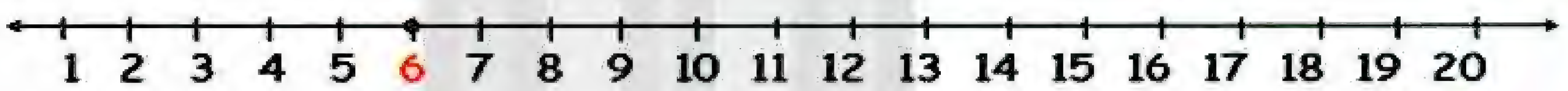
Use the Counting On mental math strategy to solve the problems below .



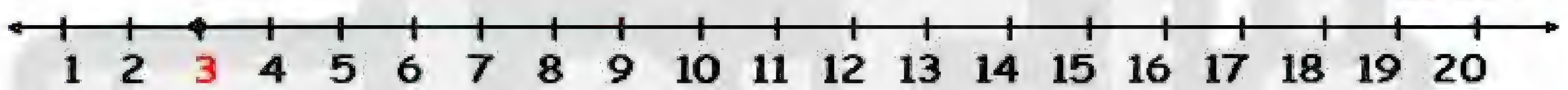
$$3 + 5 = \underline{\quad}$$



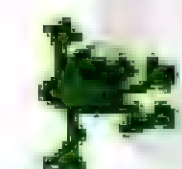
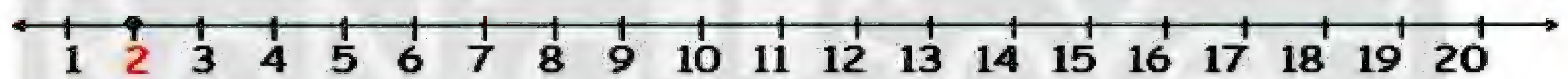
$$6 + 5 = \underline{\quad}$$



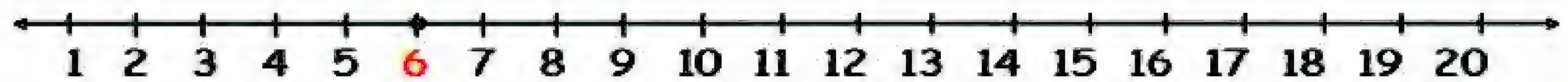
$$3 + 2 = \underline{\quad}$$



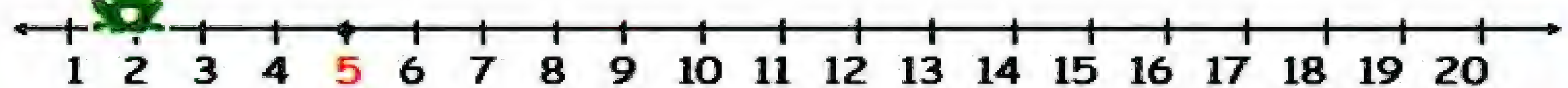
$$2 + 7 = \underline{\quad}$$



$$6 + 4 = \underline{\quad}$$



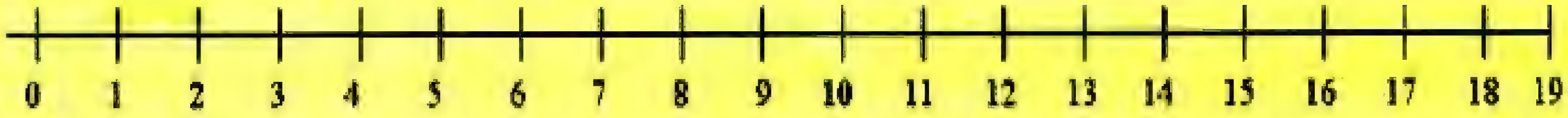
$$5 + 5 = \underline{\quad}$$



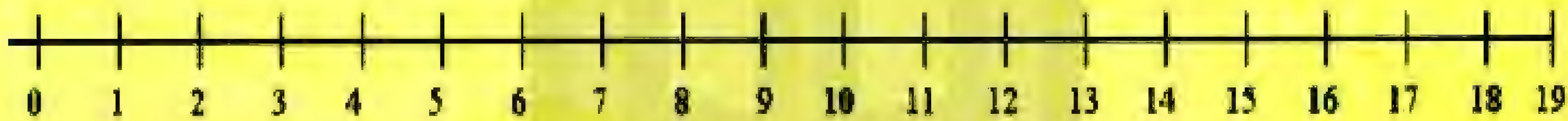


Use the number line below to count back to subtract .

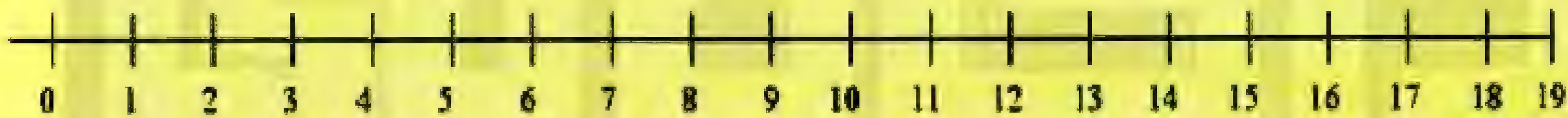
$$14 - 5 = \underline{\quad}$$



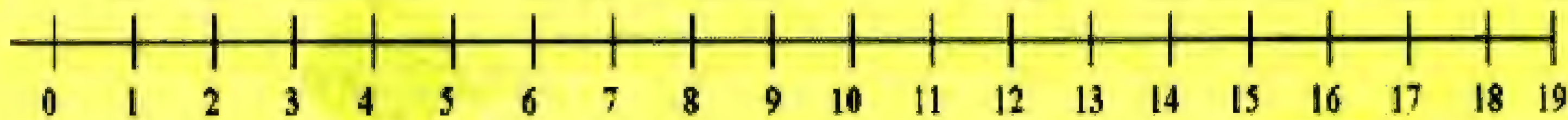
$$9 - 3 = \underline{\quad}$$



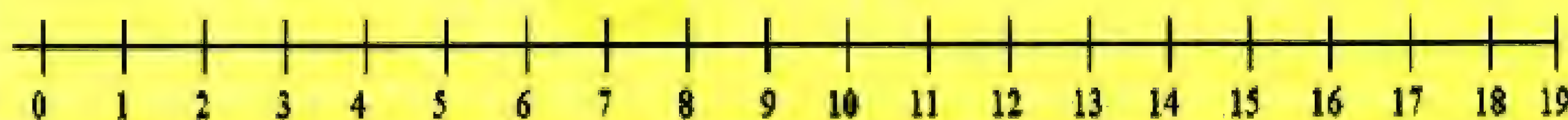
$$12 - 8 = \underline{\quad}$$



$$18 - 9 = \underline{\quad}$$



$$7 - 4 = \underline{\quad}$$





Use the number line below to count back to subtract

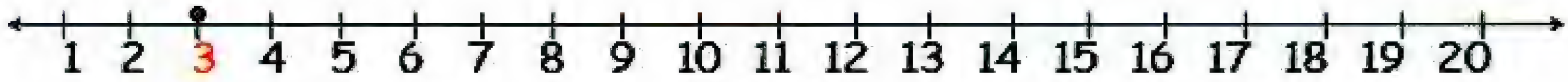


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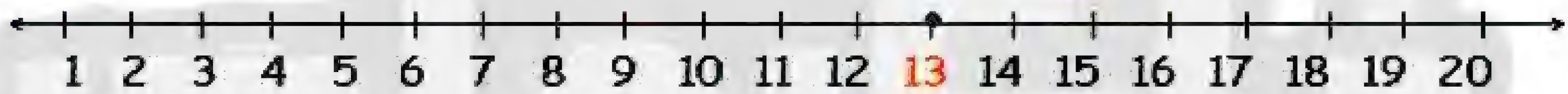
$$3 - 2 = \underline{\quad}$$



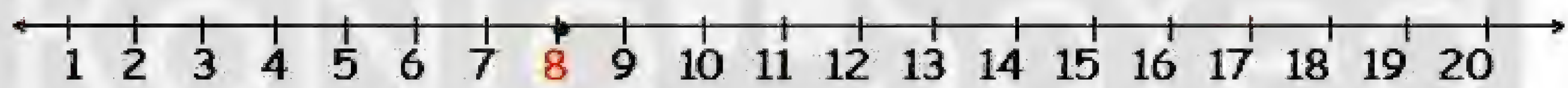
$$6 - 4 = \underline{\quad}$$



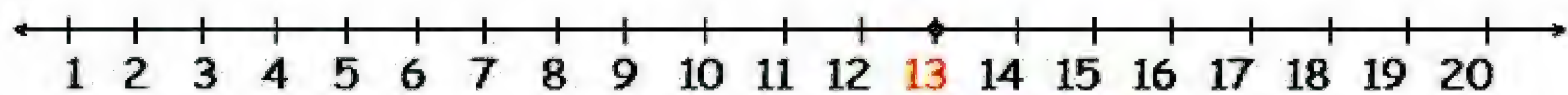
$$13 - 5 = \underline{\quad}$$



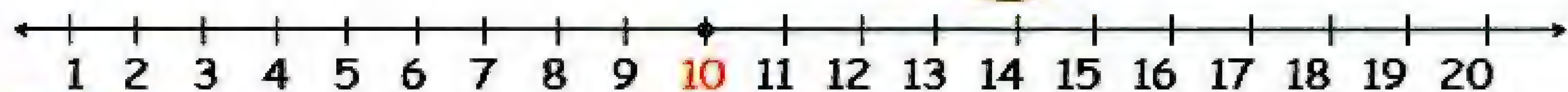
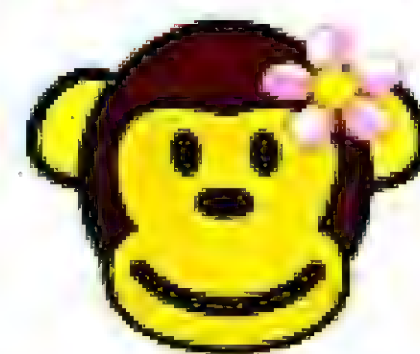
$$8 - 2 = \underline{\quad}$$



$$13 - 6 = \underline{\quad}$$



$$10 - 9 = \underline{\quad}$$



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



Use the number line below to count on to add.

$6 + 5 =$	
$9 + 4 =$	
$11 + 5 =$	
$8 + 3 =$	
$2 + 12 =$	
$10 + 7 =$	
$4 + 15 =$	
$16 + 1 =$	





Use the 100 chart to find each sum .

★ Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$23 + 11 = \text{-----}$$

$$64 + 9 = \text{-----}$$

$$54 + 13 = \text{-----}$$

$$87 + 12 = \text{-----}$$

$$61 + 21 = \text{-----}$$

$$32 + 13 = \text{-----}$$

$$56 + 9 = \text{-----}$$

$$66 + 15 = \text{-----}$$

$$41 + 7 = \text{-----}$$

$$75 + 10 = \text{-----}$$

$$86 + 8 = \text{-----}$$





Use the 100 chart to find each sum .

★ Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$64 - 14 = \text{-----}$$

$$20 - 9 = \text{-----}$$

$$67 - 12 = \text{-----}$$

$$77 - 7 = \text{-----}$$

$$54 - 9 = \text{-----}$$

$$36 - 10 = \text{-----}$$

$$72 - 8 = \text{-----}$$

$$89 - 21 = \text{-----}$$

$$56 - 19 = \text{-----}$$

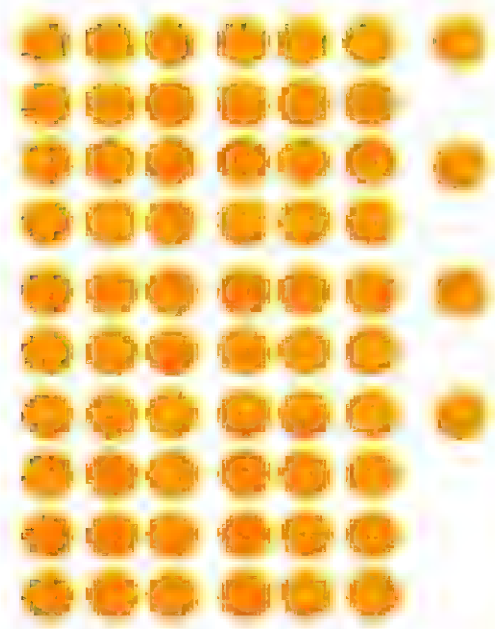
$$75 - 30 = \text{-----}$$

$$86 - 8 = \text{-----}$$

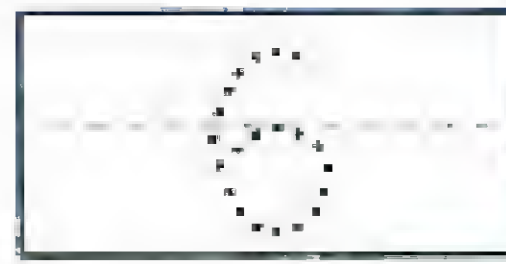




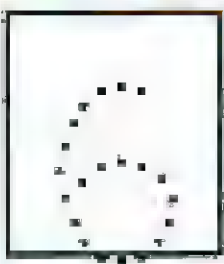
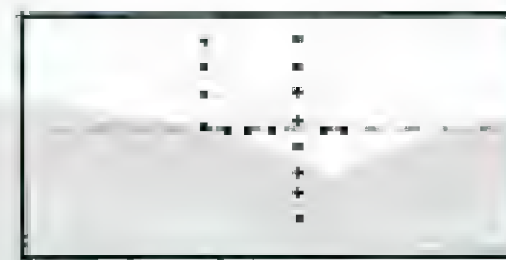
Count the Tens and Units in the image below
Write the number in the boxes below .



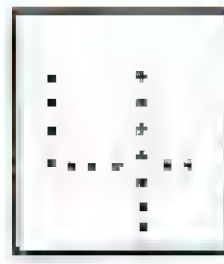
Tens



Units

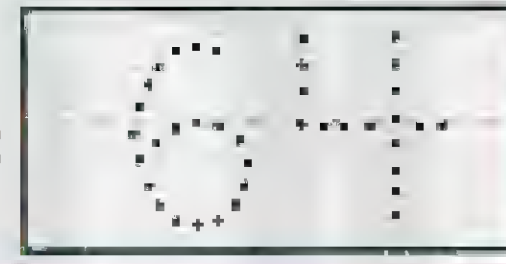


Tens



Units

=



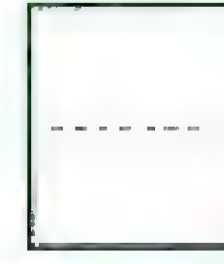
Tens



Units

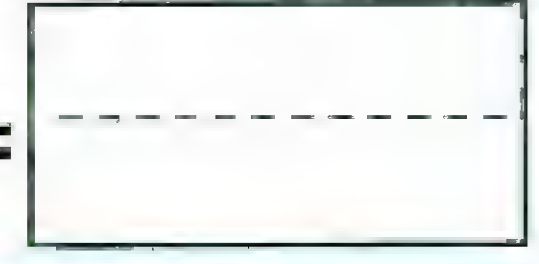


Tens

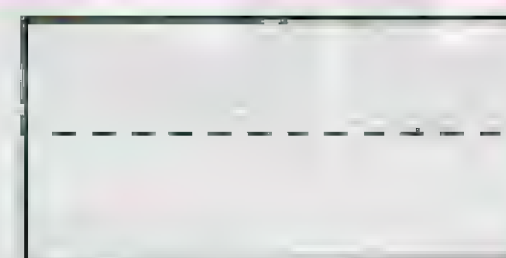


Units

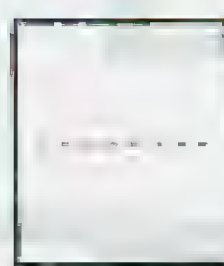
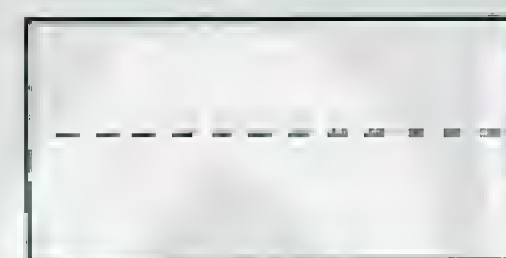
=



Tens



Units

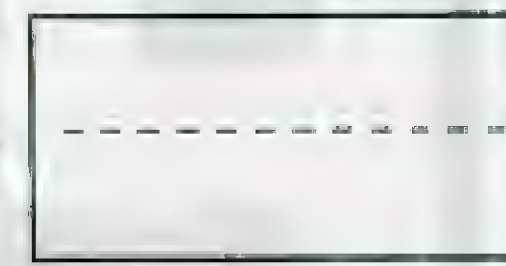


Tens

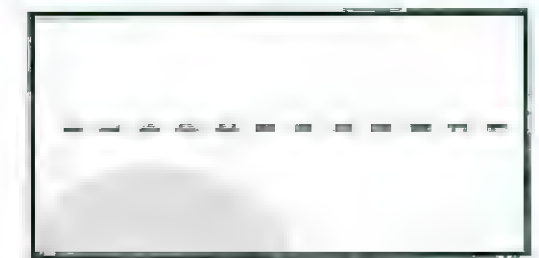


Units

=



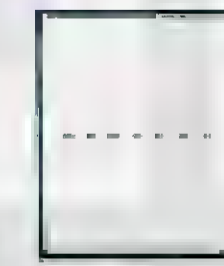
Tens



Units

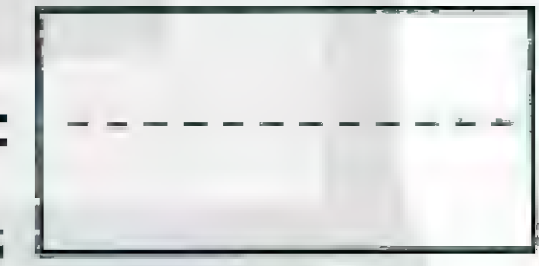


Tens

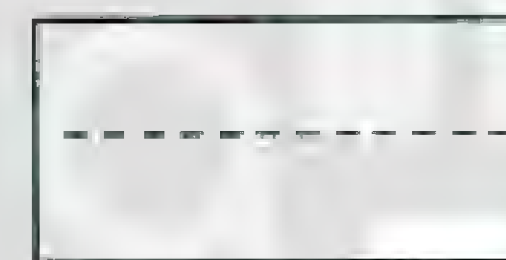


Units

=



Tens



Units



Tens

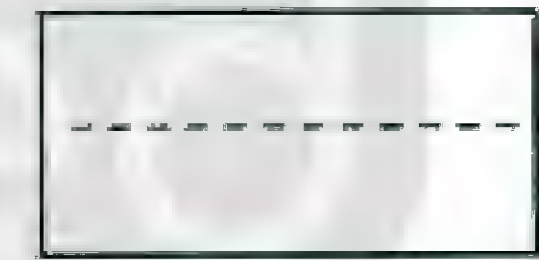


Units

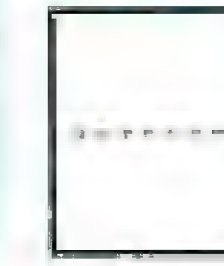
=



Tens



Units



Tens



Units

=





Numbers: Expanded Form



Write the expanded form of the numbers below .

$$23 = \underline{20} + \underline{3}$$

$$55 = \underline{\quad} + \underline{\quad}$$

$$17 = \underline{\quad} + \underline{\quad}$$

$$89 = \underline{\quad} + \underline{\quad}$$

$$96 = \underline{\quad} + \underline{\quad}$$

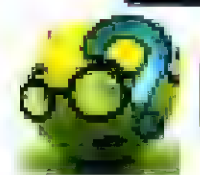
$$42 = \underline{\quad} + \underline{\quad}$$

$$74 = \underline{\quad} + \underline{\quad}$$

$$68 = \underline{\quad} + \underline{\quad}$$

$$31 = \underline{\quad} + \underline{\quad}$$

$$26 = \underline{\quad} + \underline{\quad}$$



Fill in the numbers to complete each addition sentence.

$$\underline{\quad} = 10 + 2$$

$$\underline{\quad} = 20 + 4$$

$$\underline{\quad} = 40 + 8$$

$$\underline{\quad} = 70 + 3$$

$$\underline{\quad} = 90 + 1$$

$$\underline{\quad} = 30 + 7$$

$$\underline{\quad} = 50 + 6$$

$$\underline{\quad} = 60 + 9$$





Quincy's Place Value



Quincy the Quail is having a hard time figuring out tens from units . Help him by writing each unit in the correct place value column

	Tens	Units
32	_____	_____
27	_____	_____
58	_____	_____
43	_____	_____
86	_____	_____
15	_____	_____
94	_____	_____
69	_____	_____

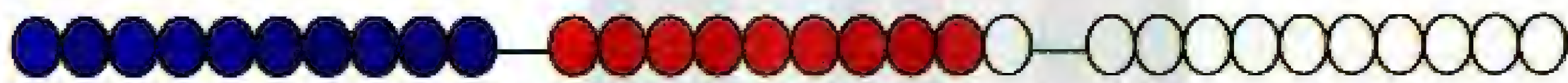




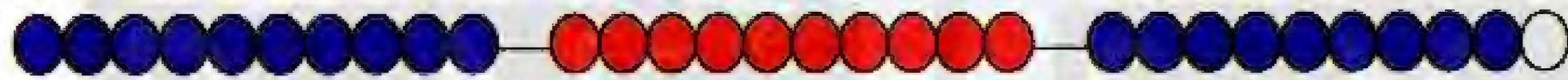
Count the correct amount of beads (Tens and units).

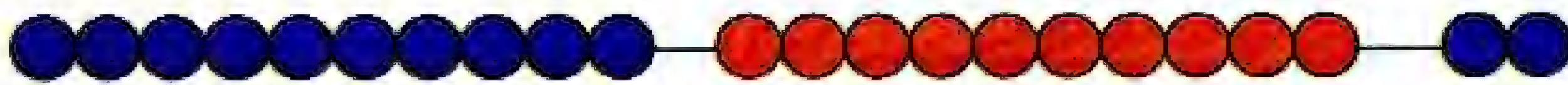


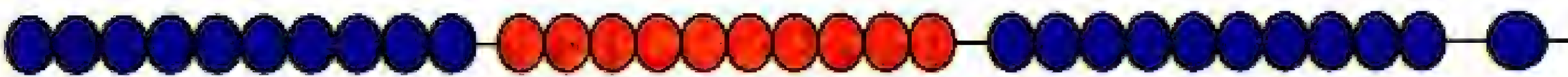
















NUMBER FACTORY

Write the numbers below in ascending order .

39	20	18	5	31
----	----	----	---	----

Write the numbers below in descending order .

14	52	40	27	15
----	----	----	----	----

Write the missing number below .

44		46		48
----	--	----	--	----

Follow the pattern and write the number that comes next

25	28	31	34	
----	----	----	----	--





Components of number 10

Rainbow to 10



0 1 2 3 4 5

10

5 6 7 8 9 10

$$0 + \underline{\quad} = 10$$

$$10 + \underline{\quad} = 10$$

$$1 + \underline{\quad} = 10$$

$$9 + \underline{\quad} = 10$$

$$2 + \underline{\quad} = 10$$

$$8 + \underline{\quad} = 10$$

$$3 + \underline{\quad} = 10$$

$$7 + \underline{\quad} = 10$$

$$4 + \underline{\quad} = 10$$

$$6 + \underline{\quad} = 10$$

$$5 + \underline{\quad} = 10$$

$$5 + \underline{\quad} = 10$$



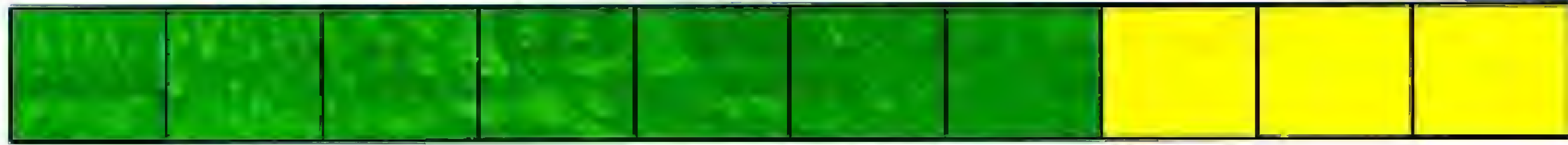
هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Number Bond Sticks



Can you complete these number sentences using number bonds to 10 ?

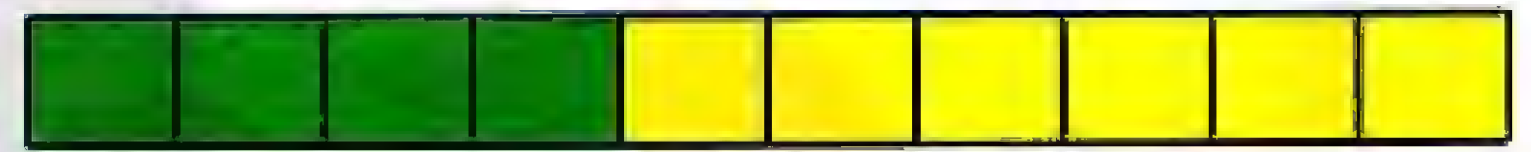


$$7 + 3 = 10$$

Can you write a matching number sentence below each stick .



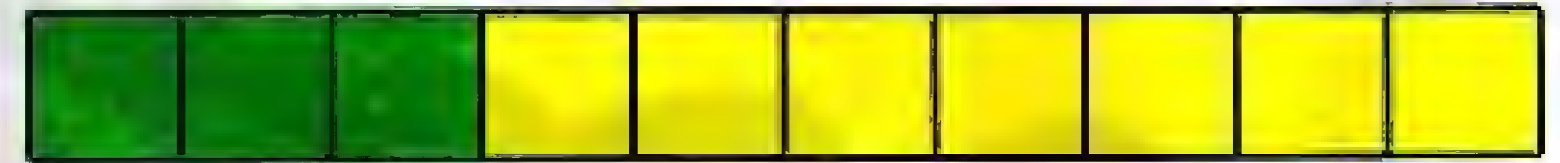
$$\square + \square = 10$$



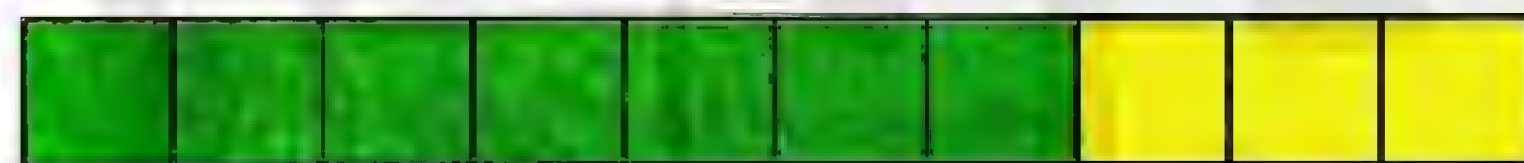
$$\square + \square = 10$$



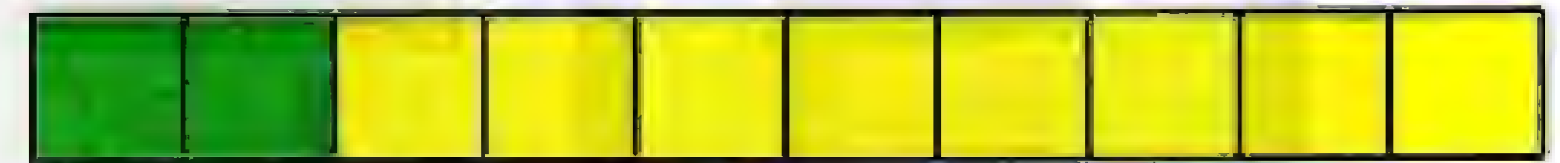
$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



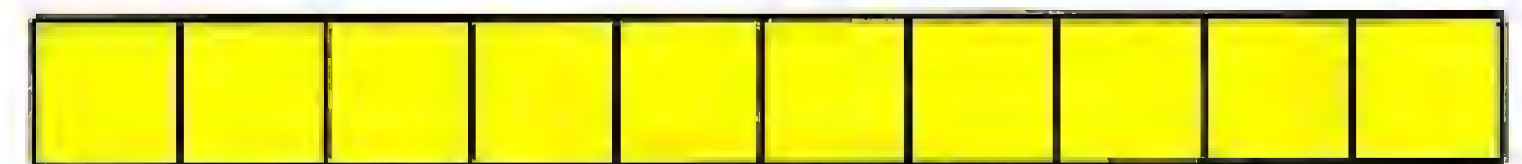
$$\square + \square = 10$$



$$\square + \square = 10$$




$$\square + \square = 10$$



$$\square + \square = 10$$





 Complete the missing number to make bonds of 10 .

$$5 + \boxed{} = 10$$

$$10 = 2 + \boxed{}$$

$$\boxed{} + 3 = 10$$

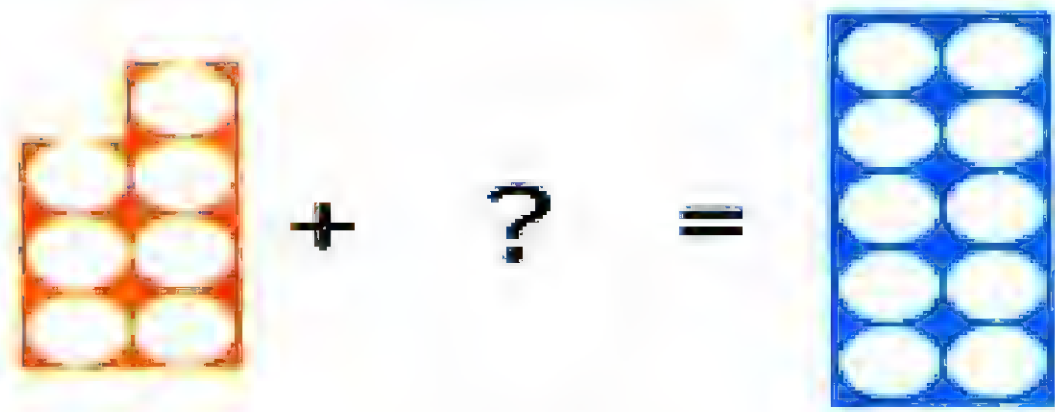
$$10 = \boxed{} + 8$$

$$7 + \boxed{} = 10$$

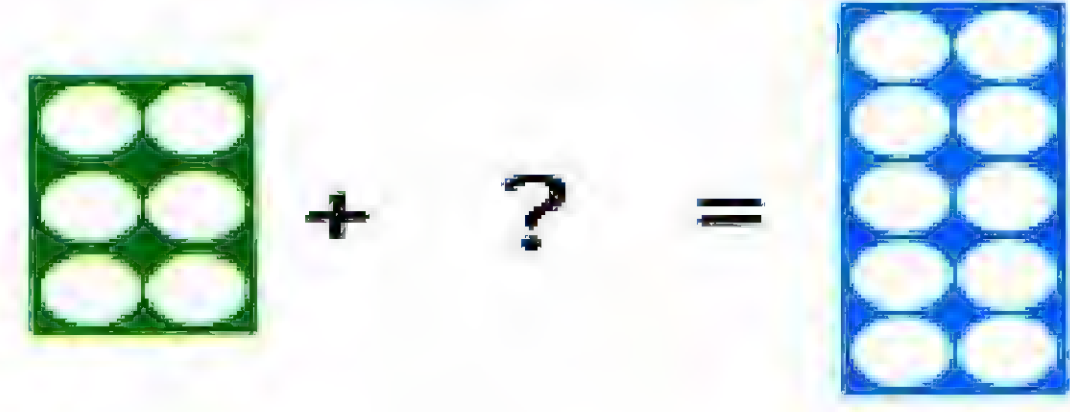
$$\boxed{} + 4 = 10$$

$$10 + \boxed{} = 10$$

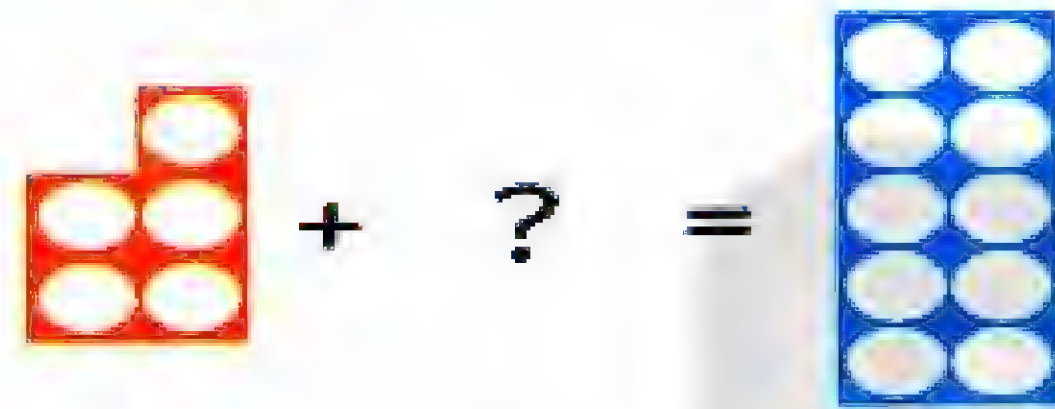




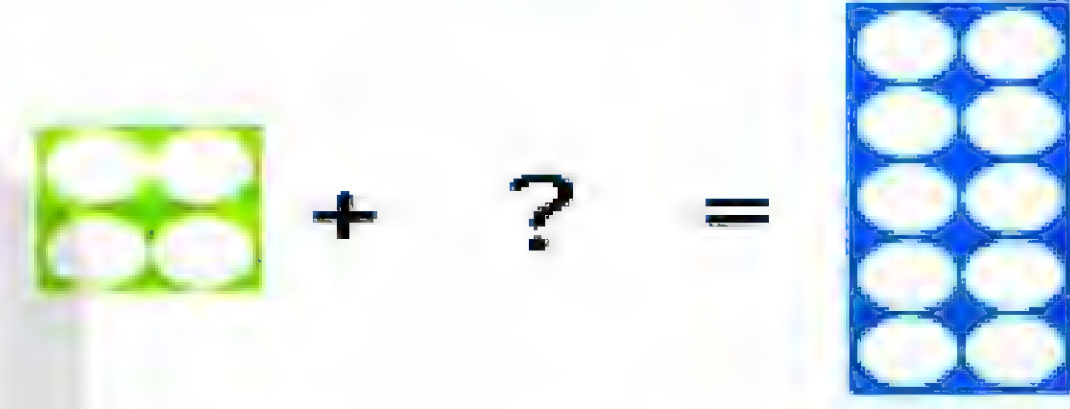
$$7 + \square = 10$$



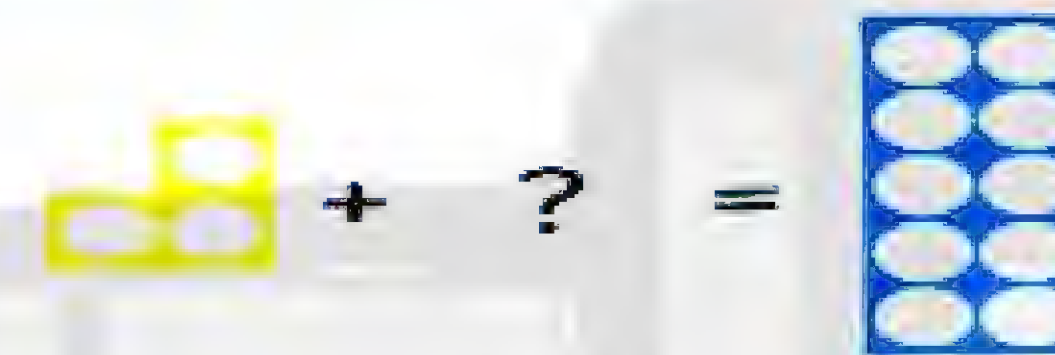
$$6 + \square = 10$$



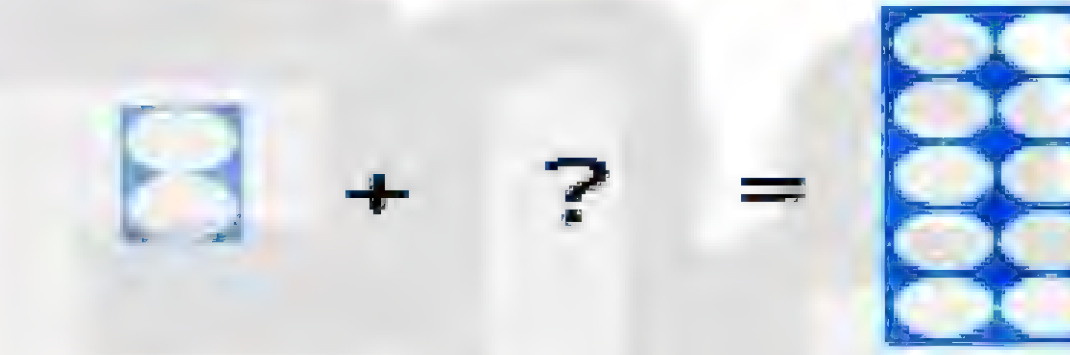
$$5 + \square = 10$$



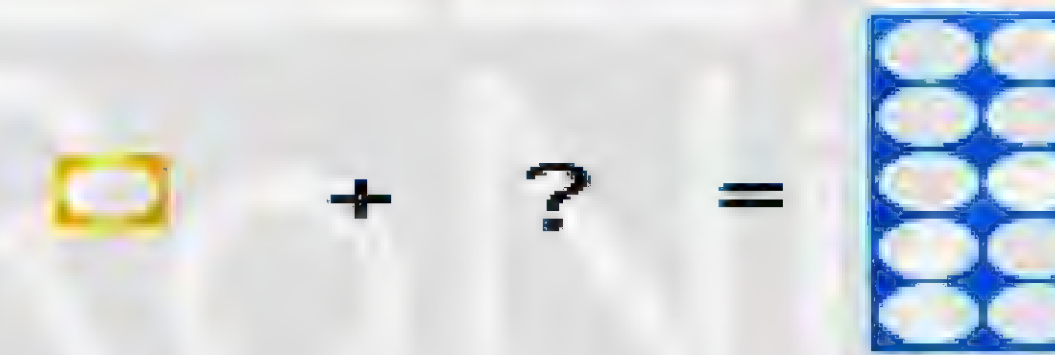
$$4 + \square = 10$$



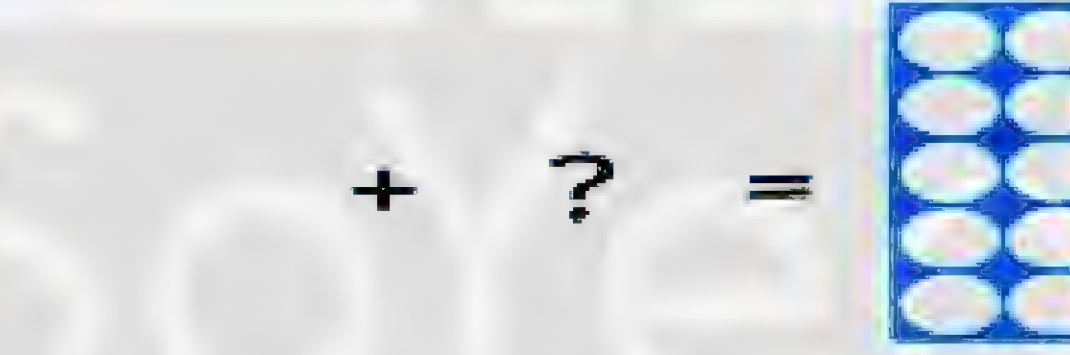
$$3 + \square = 10$$



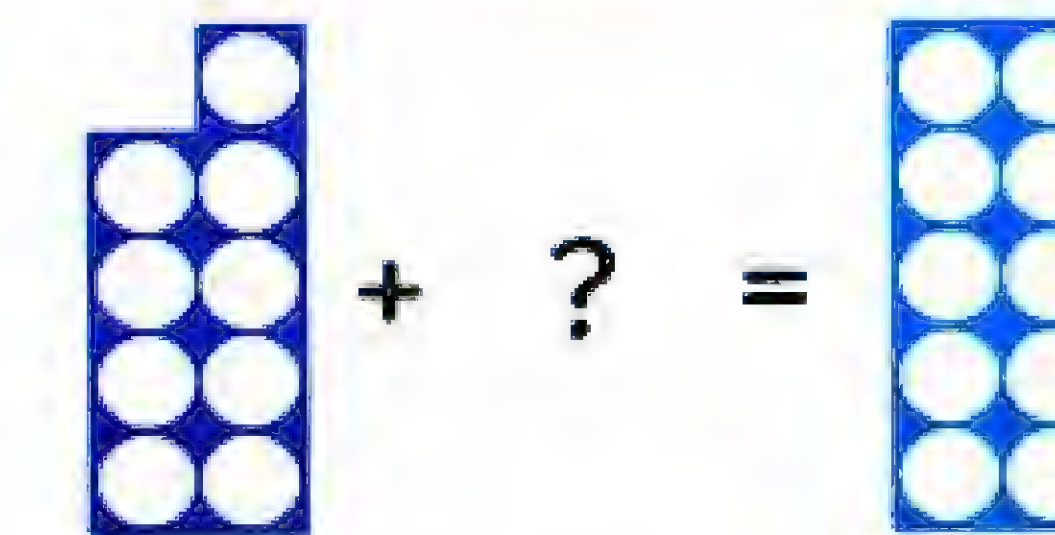
$$2 + \square = 10$$



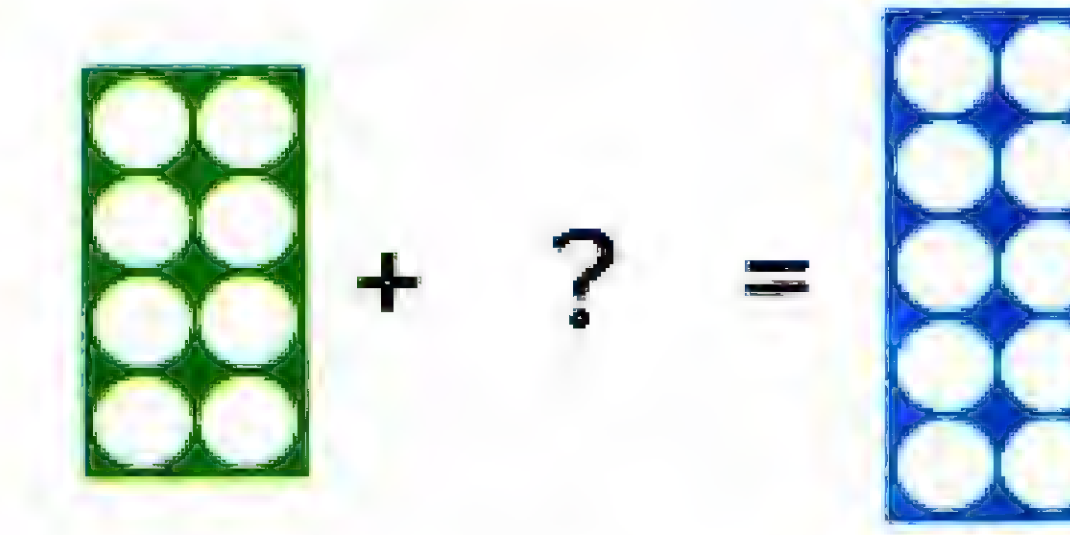
$$1 + \square = 10$$



$$0 + \square = 10$$

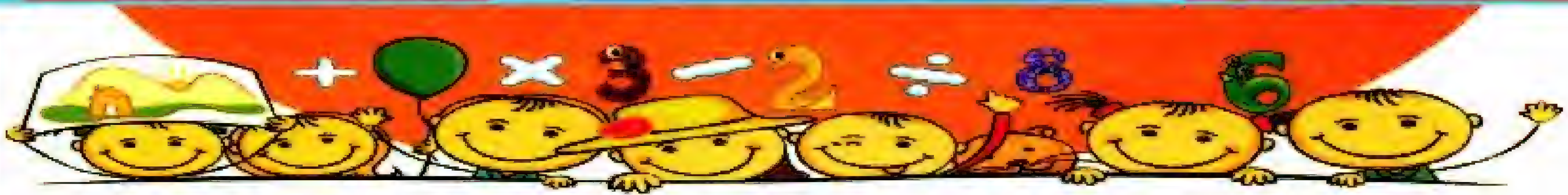


$$9 + \square = 10$$



$$8 + \square = 10$$





Decomposing of a number



A word to the parents

We can use the help of the pervious lesson (components of 10) in solving problems .

Example 1.



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$$7 + 8$$

So I must think of a way to decompose one of both sides

Let's think together ,

Number 8 will become $3 + 5$ after decomposing it and I know that from the components of 10 is "3 , 7"

So we can re-write it after decomposing number 8 as follows

$7 + 3 + 5$, then and 3 and 7 together to give you ten



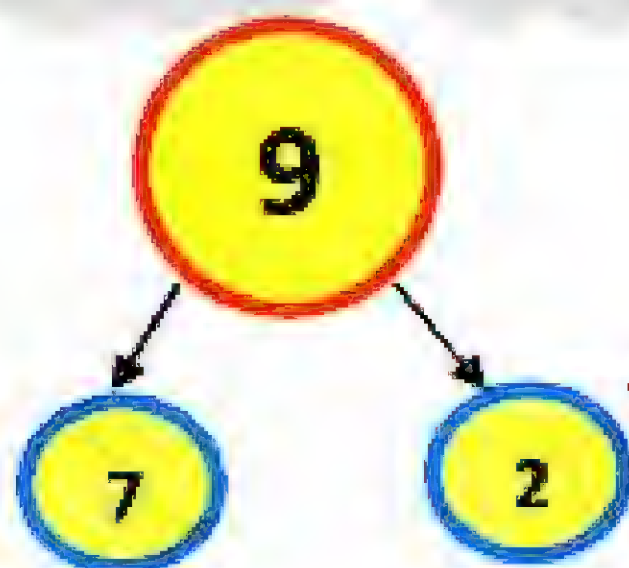
10

So the answer will be $10 + 5 = 15$

Now can you follow the same way of decomposing a number using the help of components of 10

Example 2 .(subtraction)

$$17 - 9 =$$



Re-write the problem one more time but after decomposing the smaller number which is 9 .

$$17 - 7 - 2 =$$

$$10 - 2 = 8$$

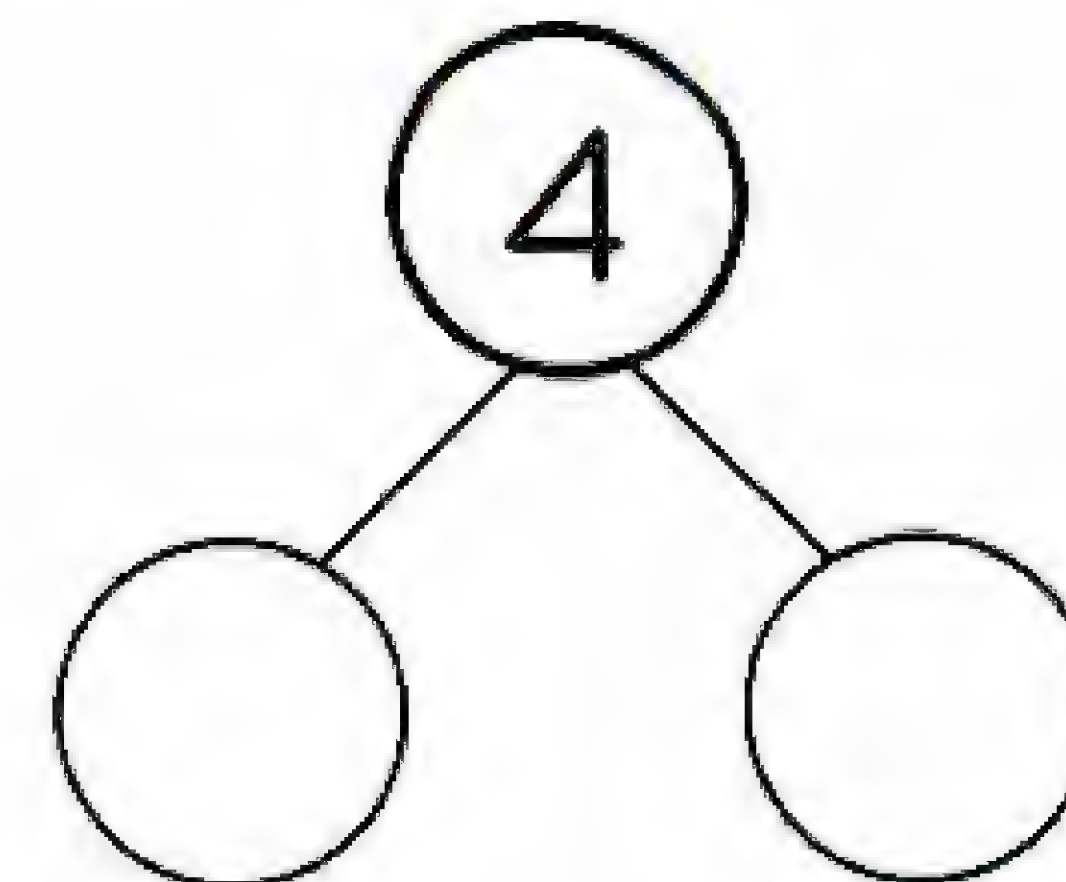
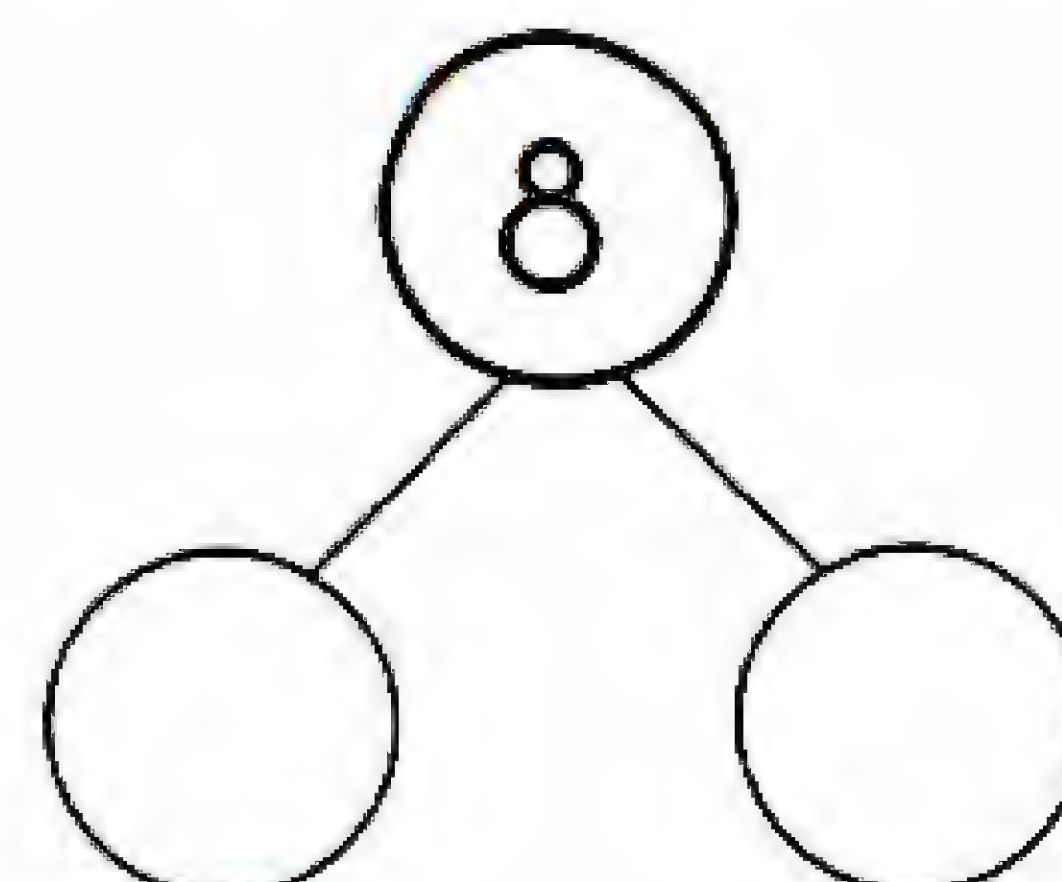
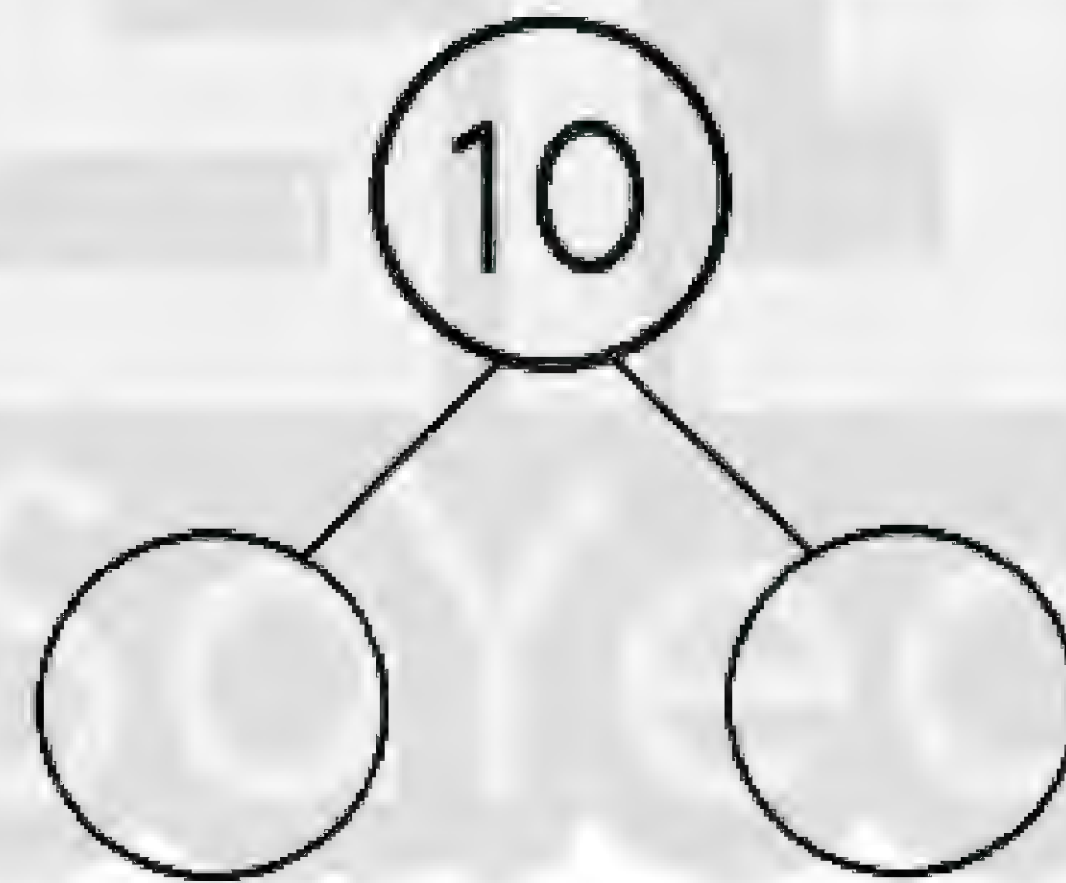
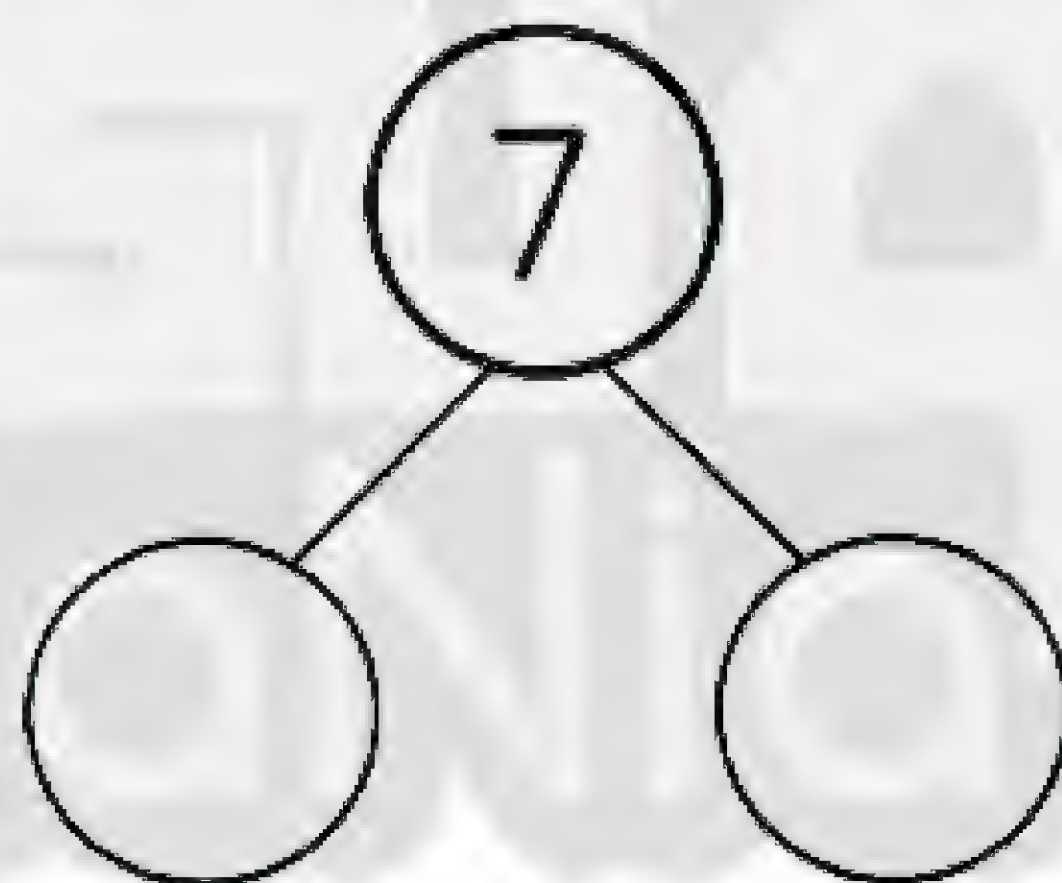
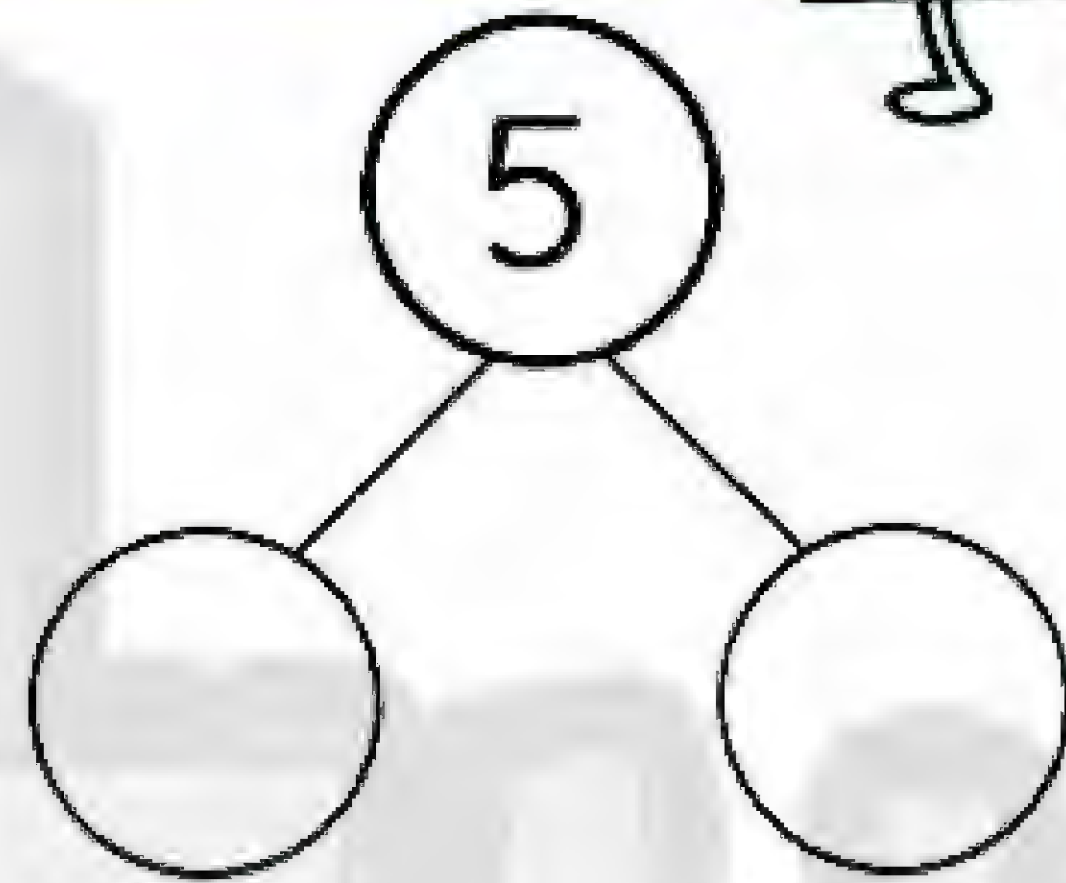
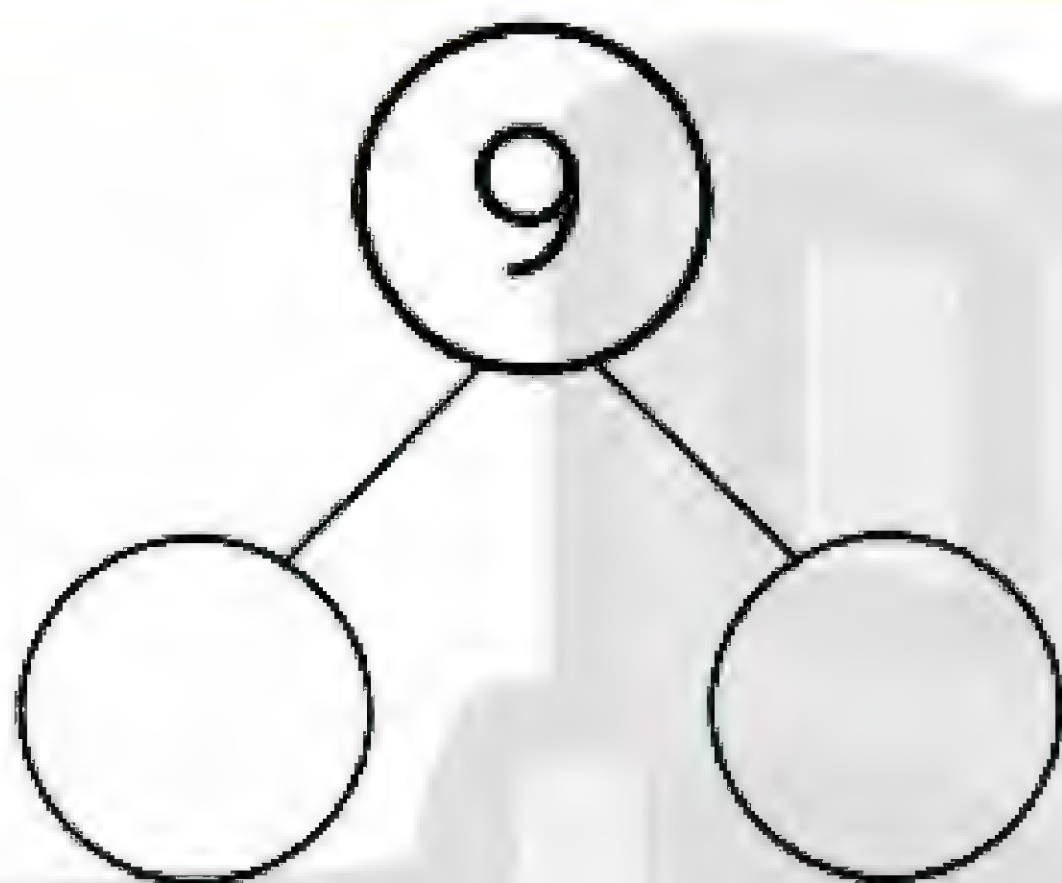


هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



Break the Numbers Up

Fill in the number bond of each of the following . Think about what two numbers can come together to make the number you are given .





 Find the result using decomposition of a number .

$5 + 9 = \text{---}$
After
decomposing 9
 $5 + 5 + 4$
 $\text{---} + 4$
 $= \text{---}$

$7 + 6 = \text{---}$
After
decomposing 6
 $7 + \text{---} + \text{---}$
 $10 + \text{---}$
 $= \text{---}$

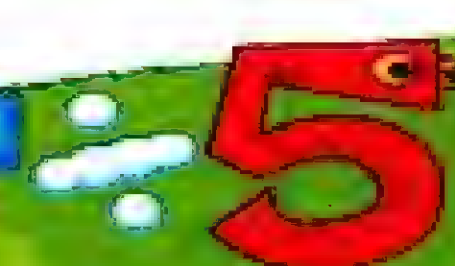
$15 - 6 = \text{---}$
After
decomposing 6
 $15 - \text{---} - \text{---}$
 $10 - \text{---}$
 $= \text{---}$

$14 - 7 = \text{---}$
After
decomposing 7
 $14 - \text{---} - \text{---}$
 $10 - \text{---}$
 $= \text{---}$

$9 + 6 = \text{---}$
After
decomposing 6
 $9 + \text{---} + \text{---}$
 $10 + \text{---}$
 $= \text{---}$

$16 - 9 = \text{---}$
After
decomposing 9
 $16 - \text{---} - \text{---}$
 $10 - \text{---}$
 $= \text{---}$

$12 - 8 = \text{---}$
After
decomposing 8
 $12 - \text{---} - \text{---}$
 $10 - \text{---}$
 $= \text{---}$





Find the result using decomposition of a number.

$\begin{array}{r} 11 - 4 \\ \Lambda \\ 1 \quad 3 \end{array}$	$11 - \text{----} = 10$	$\text{So, } 10 - 3 = 7$
$\begin{array}{r} 5 + 7 \\ \Lambda \\ 5 \quad 2 \end{array}$	$5 + \text{----} = 10$	$\text{So, } 10 + \text{----} = \text{----}$
$\begin{array}{r} 6 + 8 \\ \Lambda \\ 4 \quad 2 \end{array}$	$8 + \text{----} = 10$	$\text{So, } 10 + \text{----} = \text{----}$
$\begin{array}{r} 16 - 7 \\ \Lambda \\ 1 \quad \text{--} \end{array}$	$16 - \text{----} = 10$	$\text{So, } 10 - \text{----} = \text{----}$
$\begin{array}{r} 8 + 9 \\ \Lambda \\ 2 \quad 7 \end{array}$	$8 + \text{----} = 10$	$\text{So, } 10 + \text{----} = \text{----}$
$13 - 3$	$13 - \text{----} = 10$	$\text{So, } 10 - \text{----} = \text{----}$
$\begin{array}{r} 17 - 9 \\ \Lambda \\ \text{--} \quad \text{--} \end{array}$	$17 - \text{----} = 10$	$\text{So, } 10 - \text{----} = \text{----}$
$\begin{array}{r} 7 + 4 \\ \Lambda \\ \text{--} \quad \text{--} \end{array}$	$7 + \text{----} = 10$	$\text{So, } 10 + \text{----} = \text{----}$
$\begin{array}{r} 12 - 5 \\ \Lambda \\ \text{--} \quad \text{--} \end{array}$	$12 - \text{----} = \text{----}$	$\text{So, } 10 - \text{----} = \text{----}$





Word Problem using Mental Math

Read the story problem. Use mental math strategies to find the answer. Then write a number sentence to show the problem.



Robert has 5 more cherries than John. John has 8 cherries. How many does Robert have?



$$\text{-----} + \text{-----} = \text{-----}$$

After decomposing 5

$$\text{-----} + \text{-----} = 10$$

$$10 + \text{-----} =$$



Alex has 9 jelly beans. Kim has 8 jelly beans. How many jelly beans do they both have?



$$\text{-----} + \text{-----} = \text{-----}$$

After decomposing 9

$$\text{-----} + \text{-----} = 10$$

$$10 + \text{-----} =$$



Kelly has 15 chocolates. Mike has 8 less than Kelly. How many chocolates does Mike have?



$$\text{-----} - \text{-----} = \text{-----}$$

After decomposing 8

$$\text{-----} - \text{-----} = 10$$

$$10 - \text{-----} =$$





Anna has 19 strawberries. Charlie has 8 more than Anna. How many strawberries does Charlie have?



Nina has 26 lollipops. Jake has 7 more than Nina. How many lollipops does Jack have?



Together Sam and Tom have 19 football stickers. Tom has 8 stickers. How many stickers does Sam have?



Altogether Jay and Sam have 17 books. Jay takes 5 books. How many books are left for Sam?



Kelly has 15 chocolates. Mike has 8 more than Kelly. How many chocolates does Mike have?





600 Together Harry and Molly have 25 shells. If Harry has got 16 shells, how many does Molly have?



600 If you find 9 wooden beads under the sofa and then find another 6 in a box, how many beads would you have?



600 If you invite 15 people to a party and 7 of them say they can't come, how many people will be at the party?



600 If you had 12 Jelly beans and 6 lollipops , How many would you have in total ?



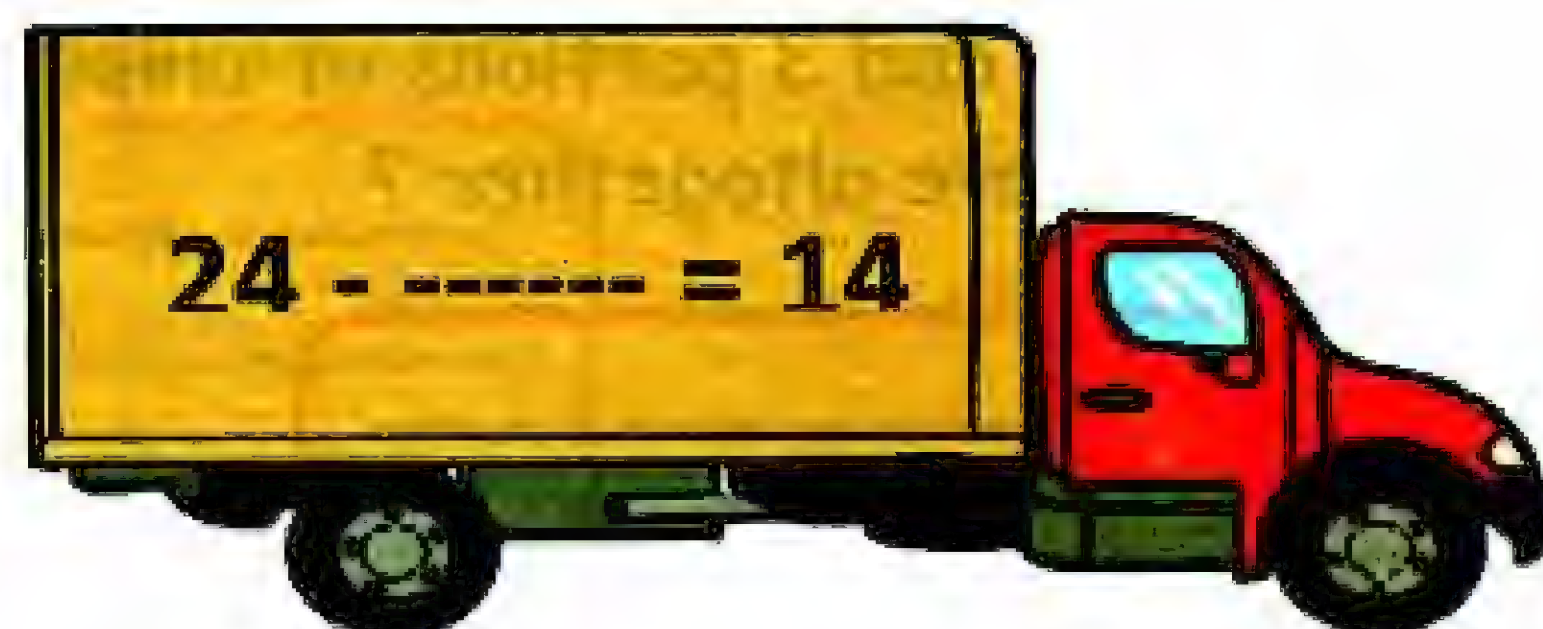
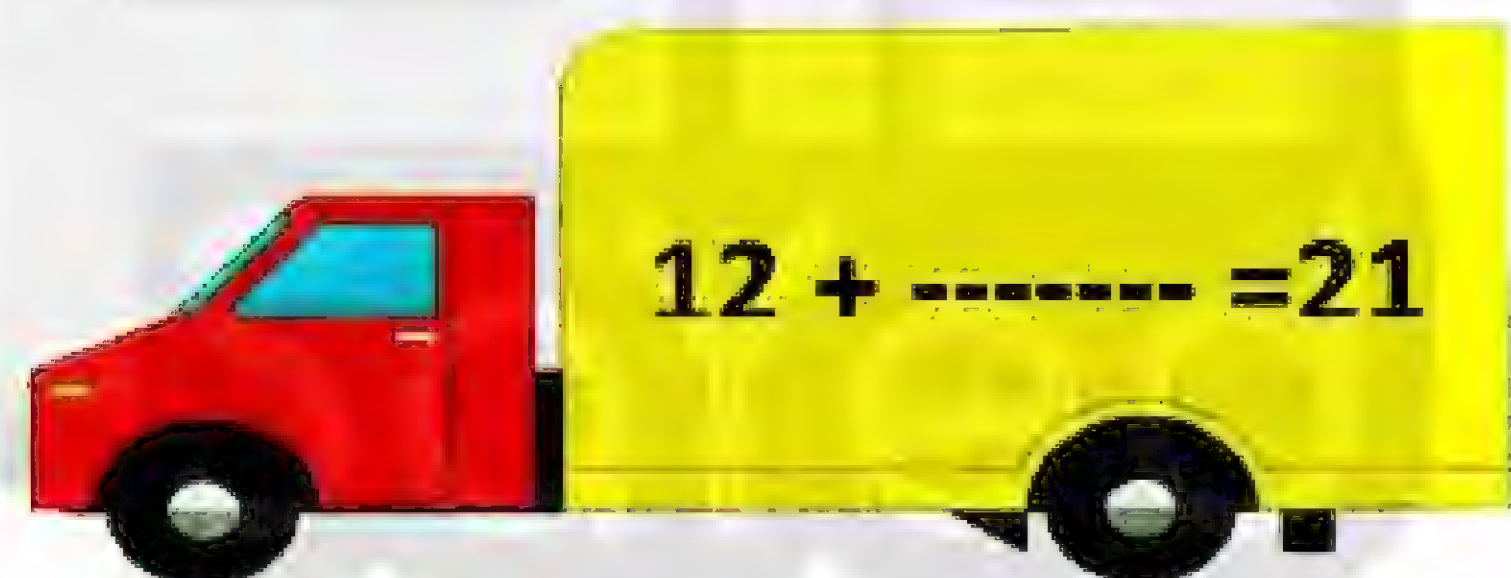
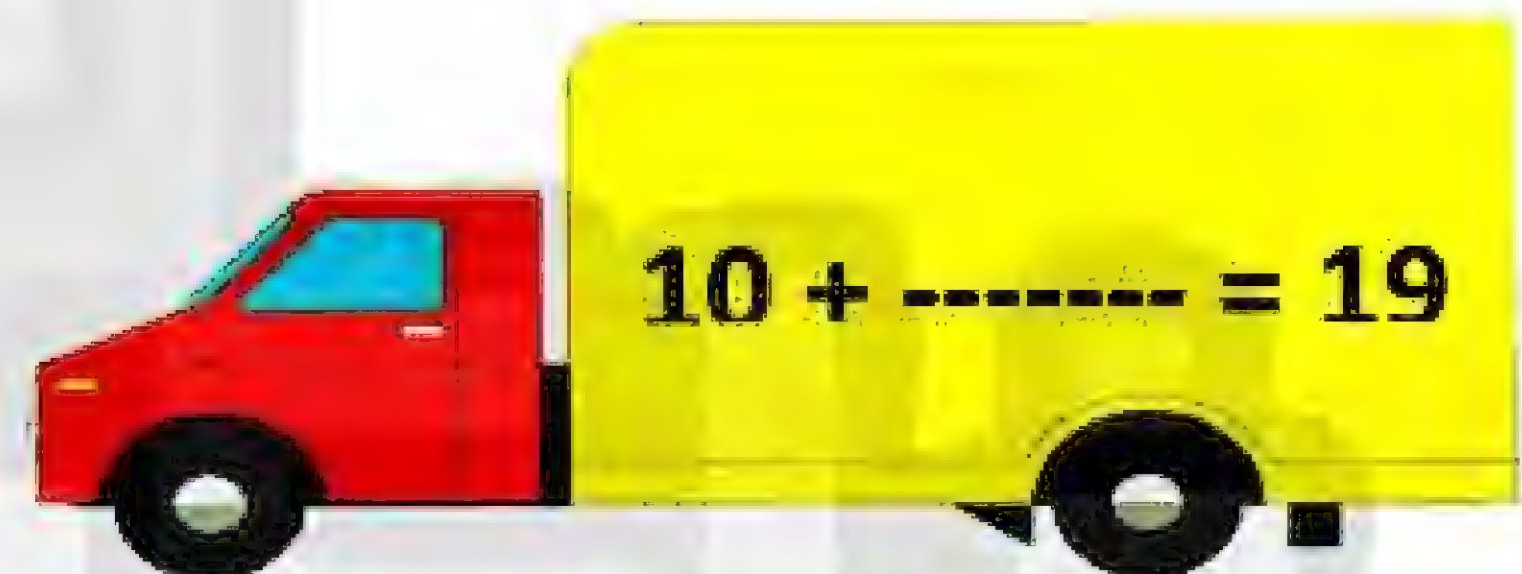
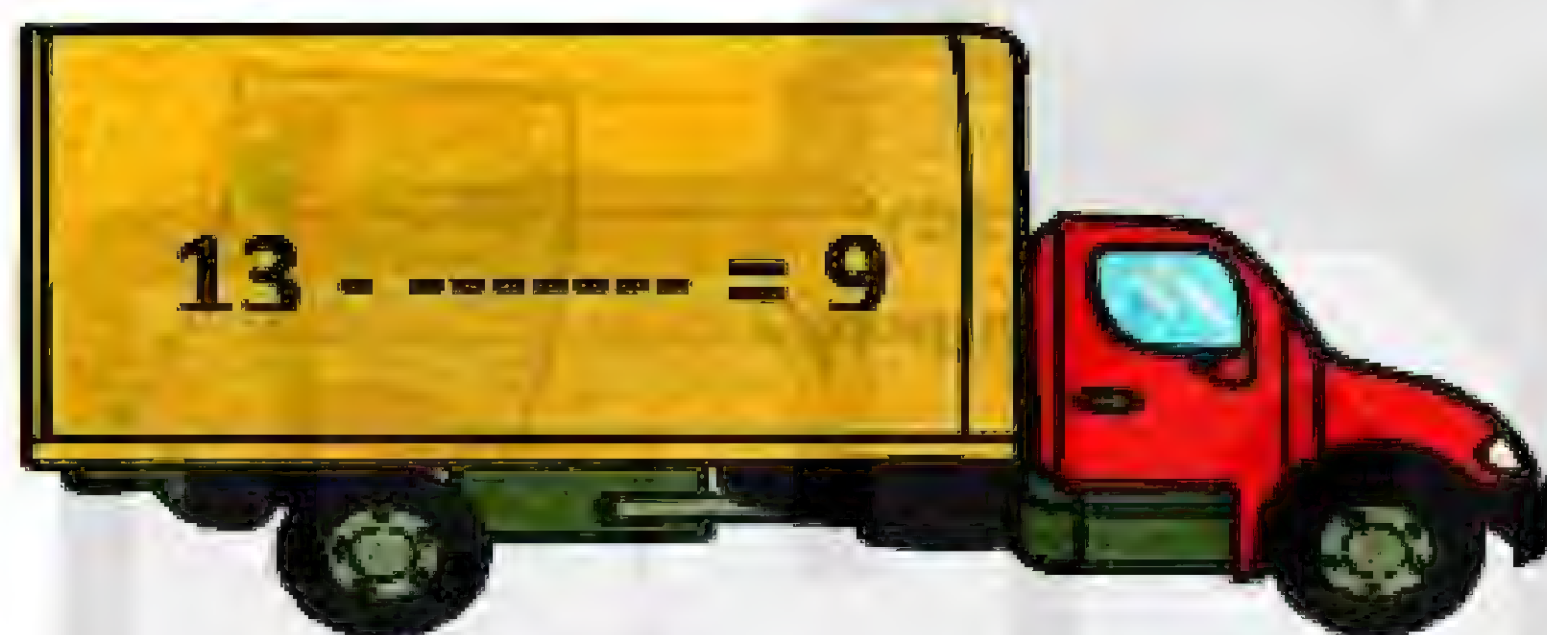
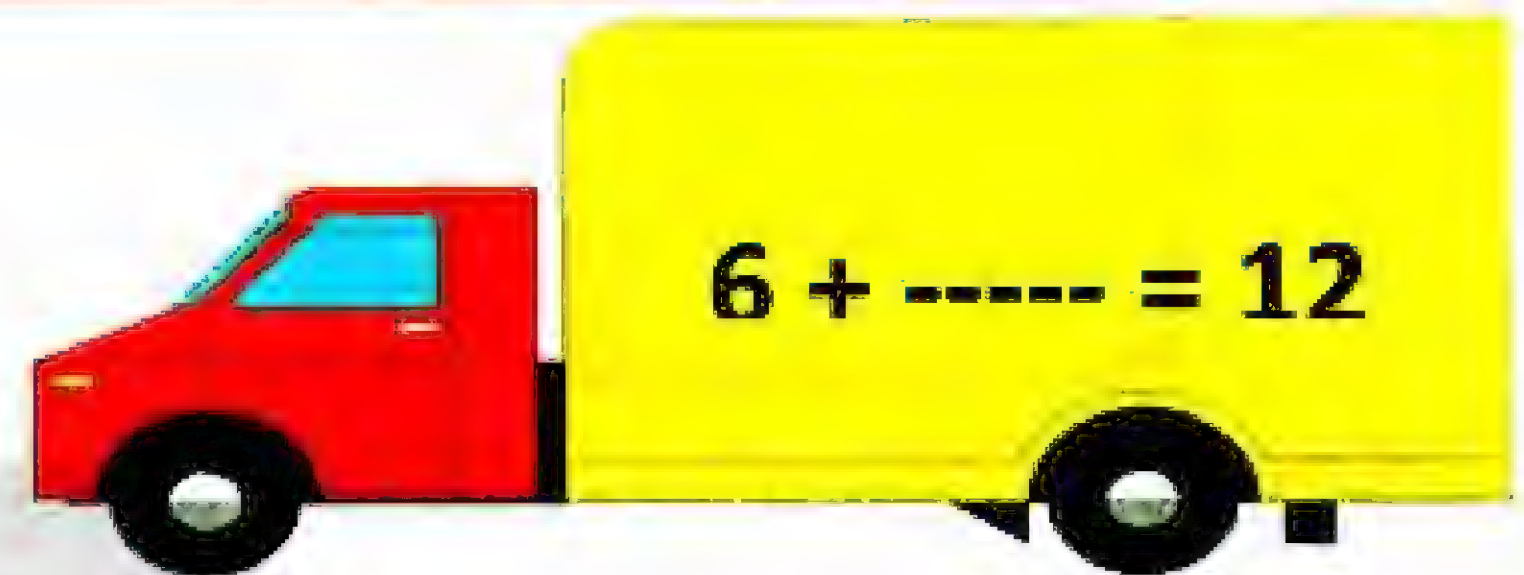
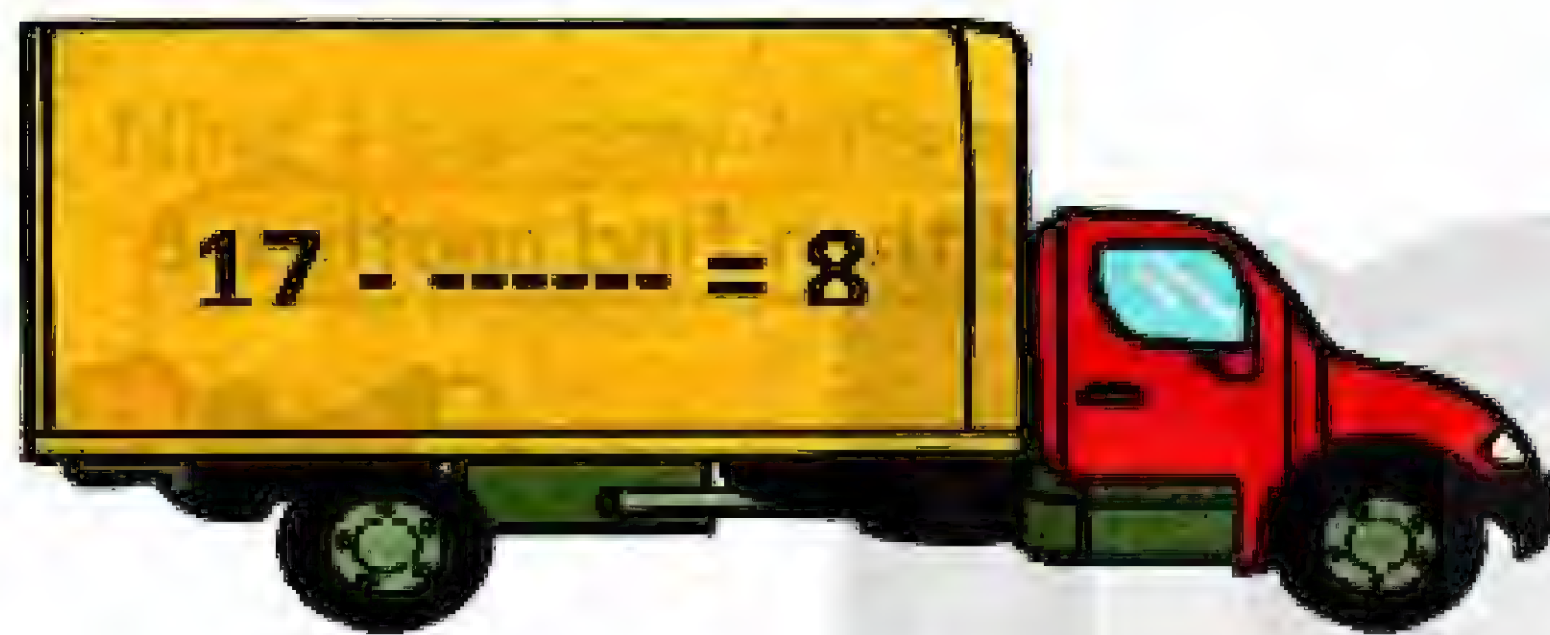
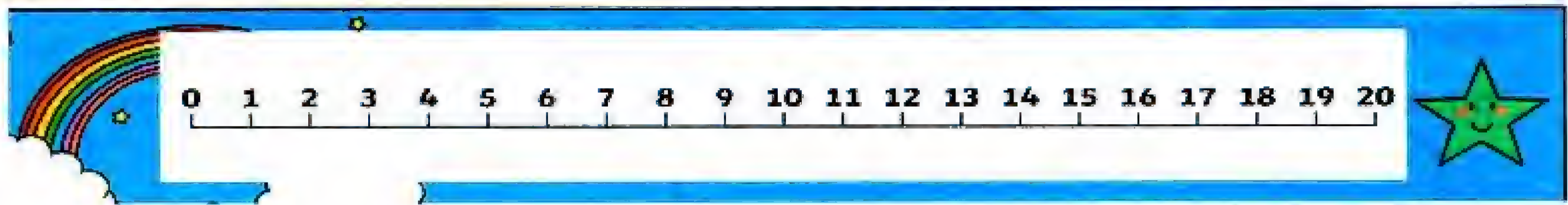
600 If you have 8 hotdogs and 3 portions of chips , how many would you have altogether ?







Use the number line to solve the following .





Counting by Hundreds

Chapter 3
Lessons from
21- 30



A word to the parents

By the end of this lesson your child will be able to

Count by Hundreds and knows the multiples of Hundreds.

You know that the greatest one-digit number is **9**
and in order to find the number that comes just after **9**
you just need to add **1**.



$$9 + 1 = 10$$

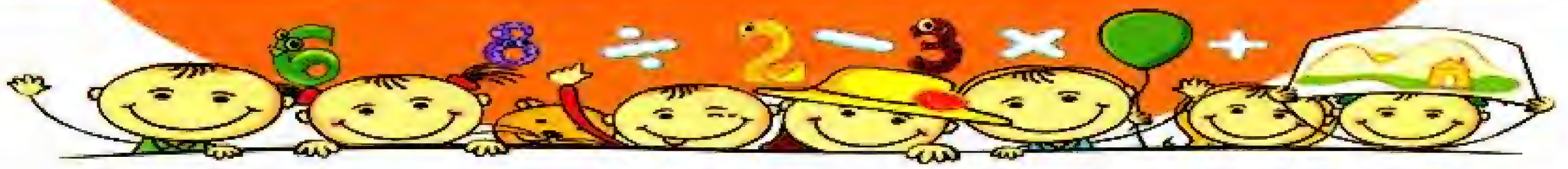
10 is read as " **Ten** " and it is the smallest two digit number.

Note that

1 ten = **10** units



هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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You know that the greatest 2-digit number is **99** " ninety-nine ."

and in order to find the number that comes just after **99** you just need to add **1** .



$$99 + 1 = 100$$

100

is read as " one hundred "

and it is the smallest 3-digit number .

Note that

$$1 \text{ hundred} = 10 \text{ tens} = 100 \text{ units}$$

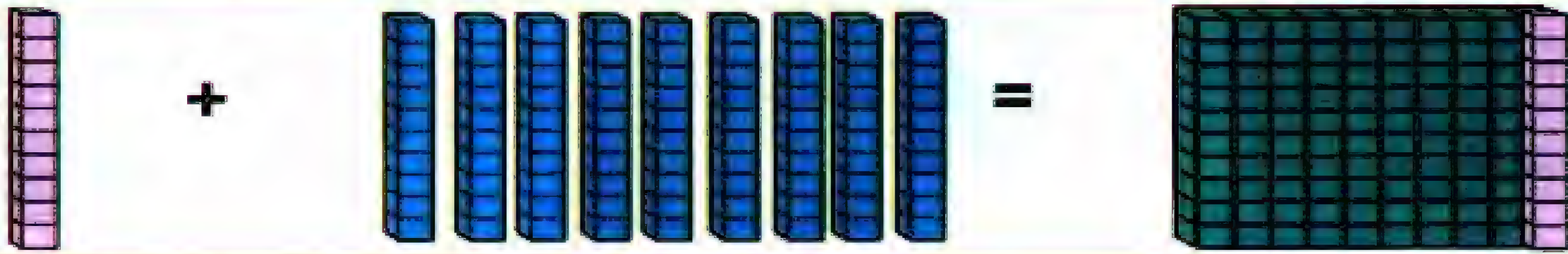




Components of one hundred



Complete as in the example



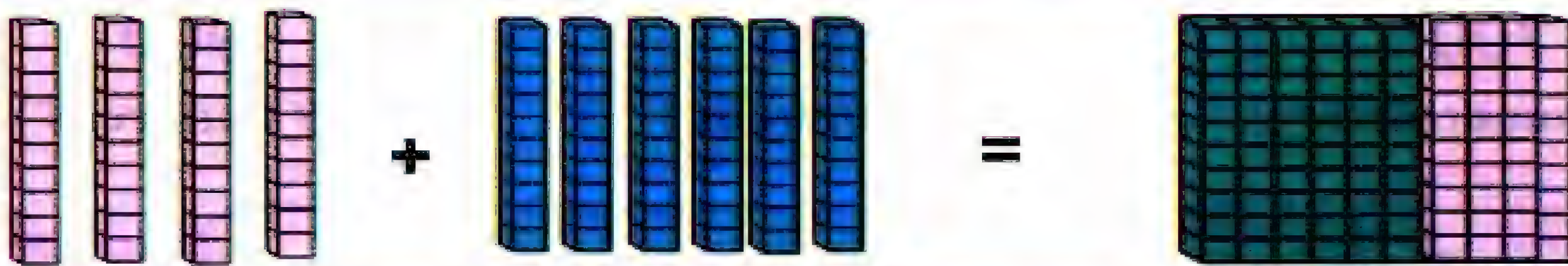
$$10 + 90 = 100$$



$$20 + 80 = 100$$



$$30 + 70 = 100$$

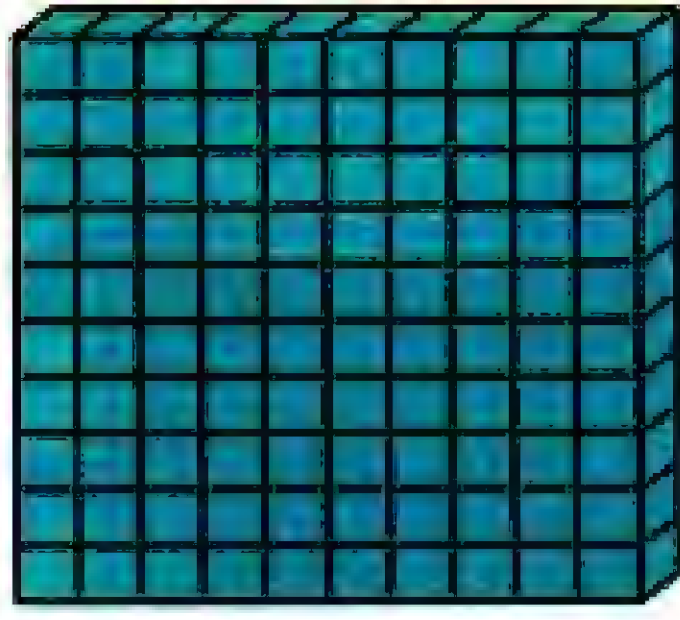


$$40 + 60 = 100$$

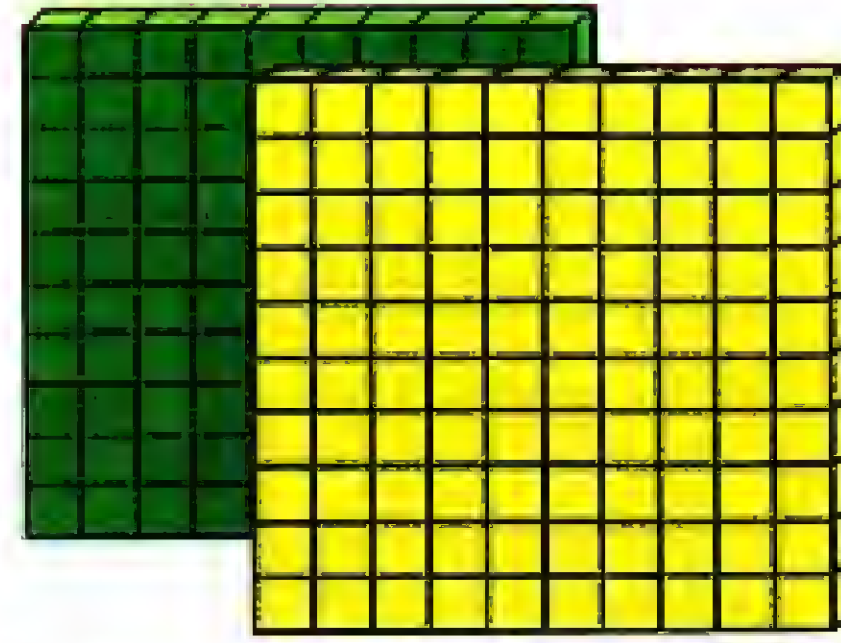




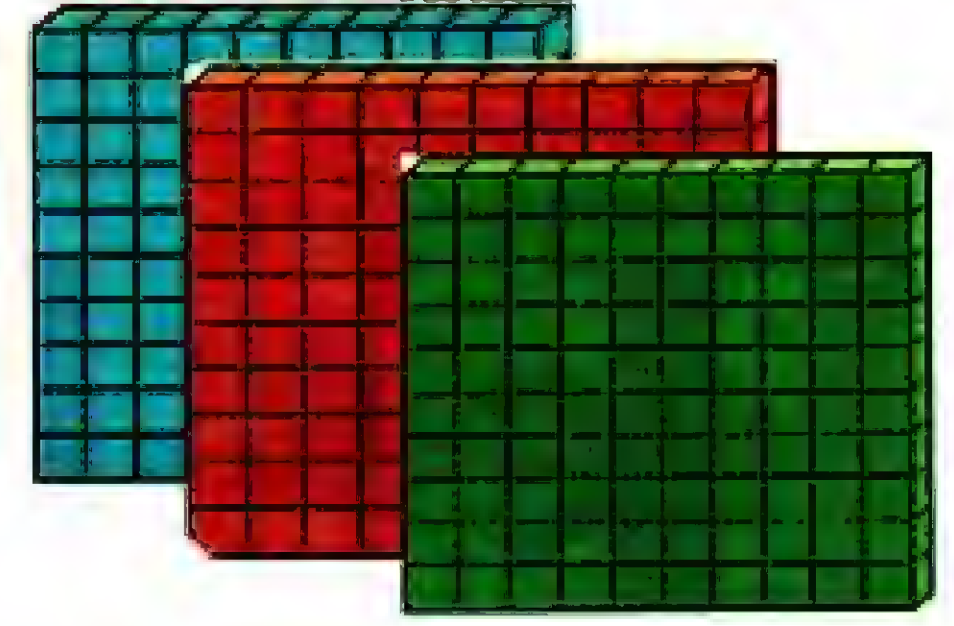
Multiples of 100 to 900



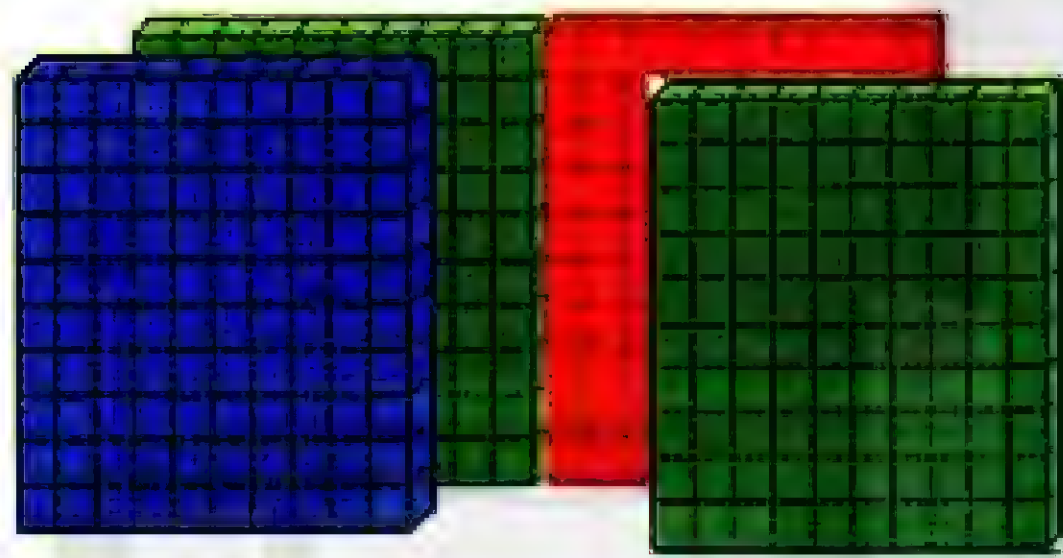
100
(1 hundred)



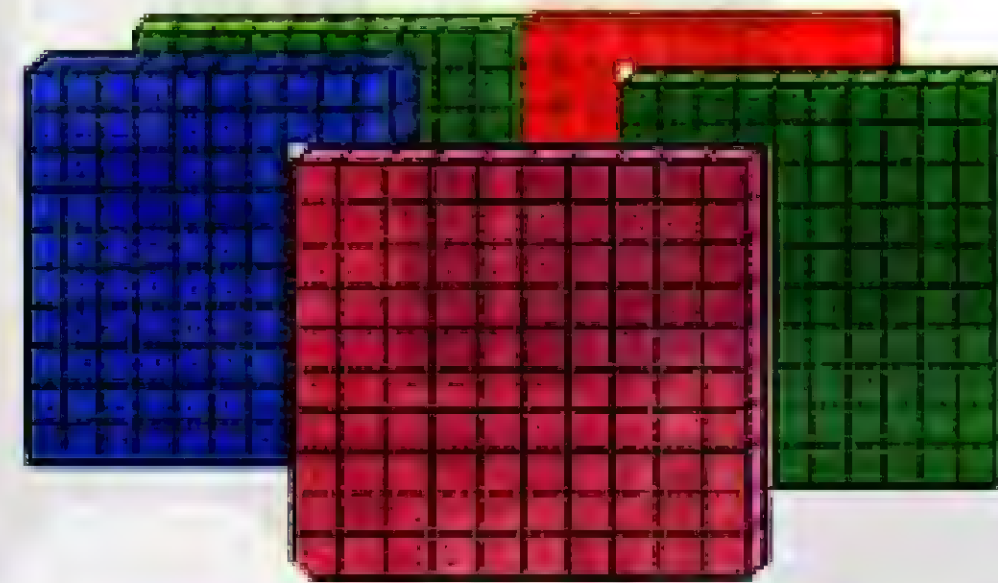
200
(2 hundreds)



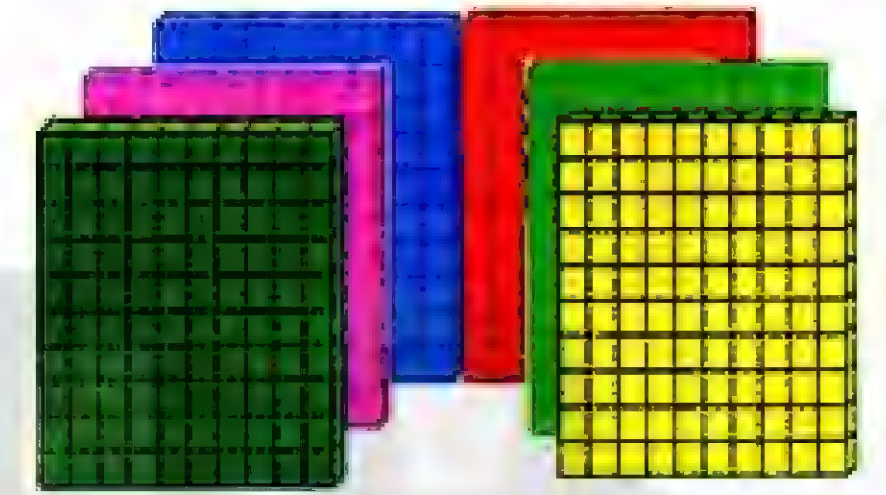
300
(3 hundreds)



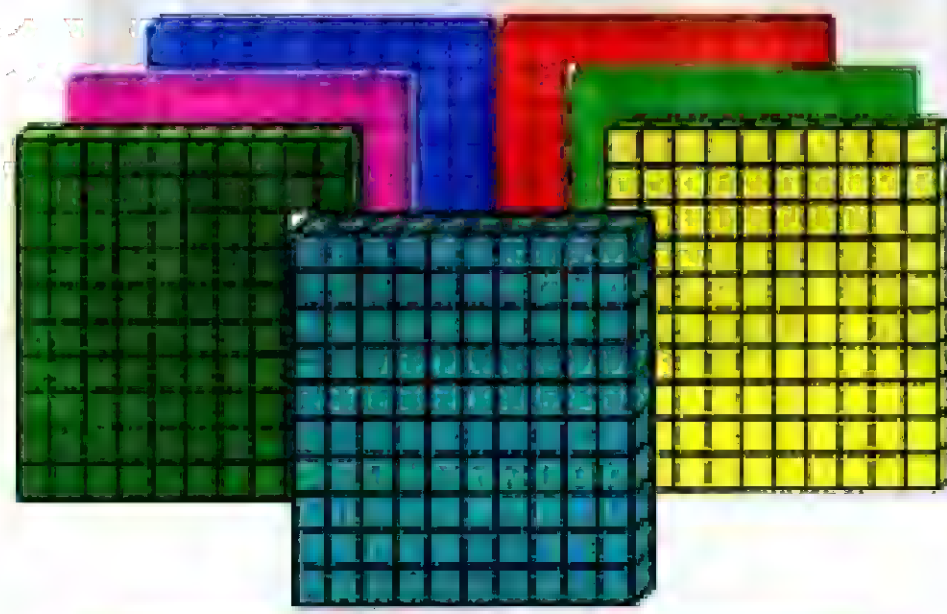
400
(4 hundreds)



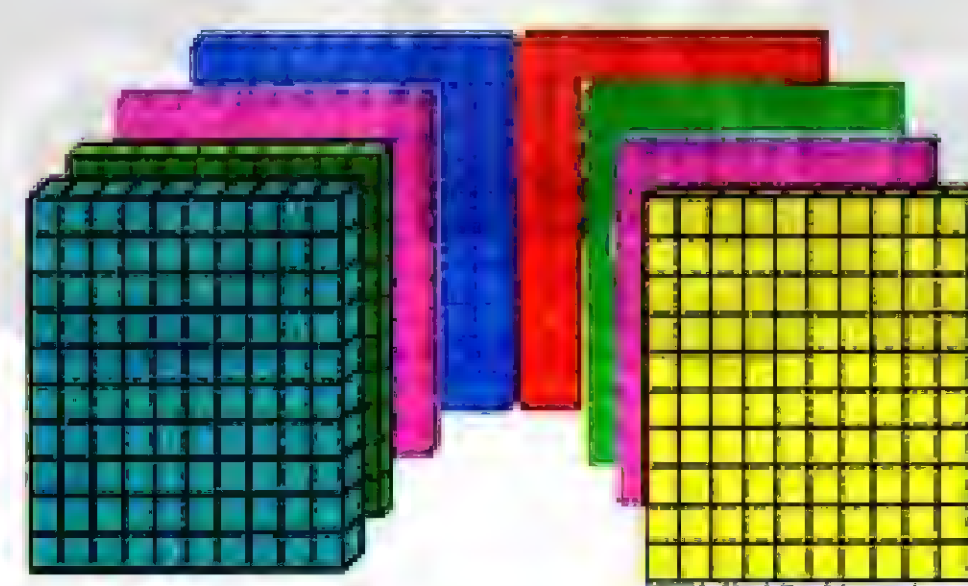
500
(5 hundreds)



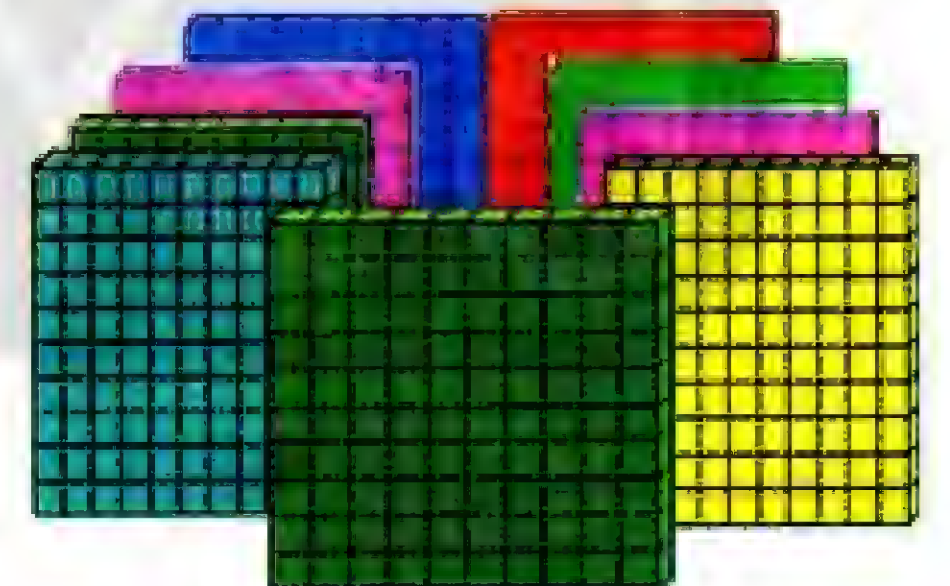
600
(6 hundreds)



700
(7 hundreds)



800
(8 hundreds)



900
(9 hundreds)

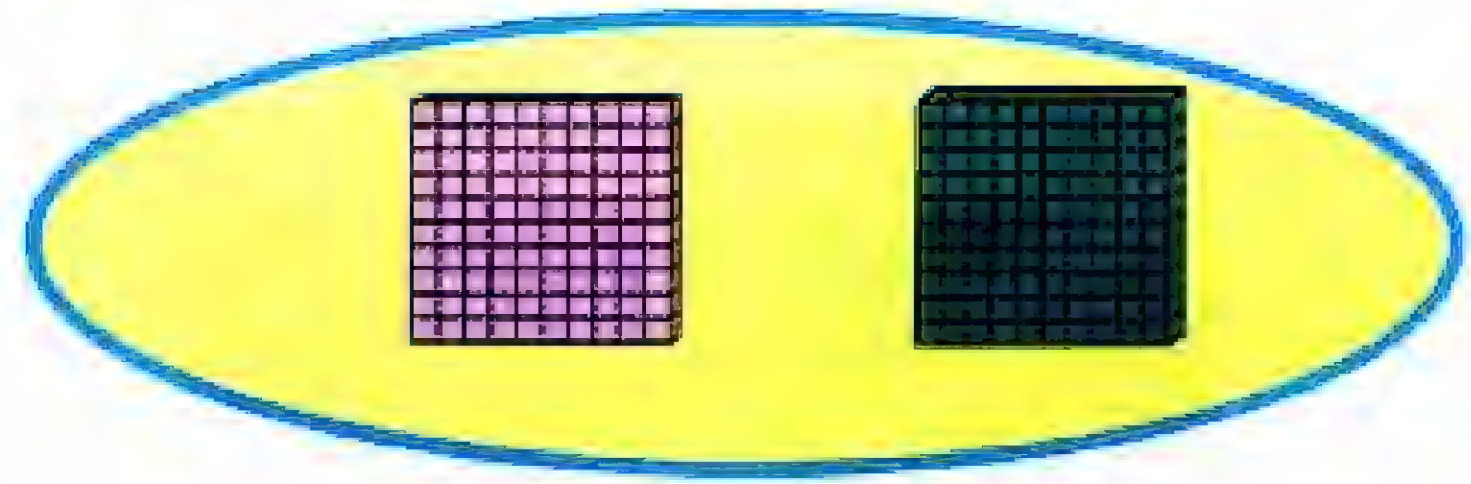
Remember that 1 hundred = 10 tens
So , 2 hundreds = 20 tens



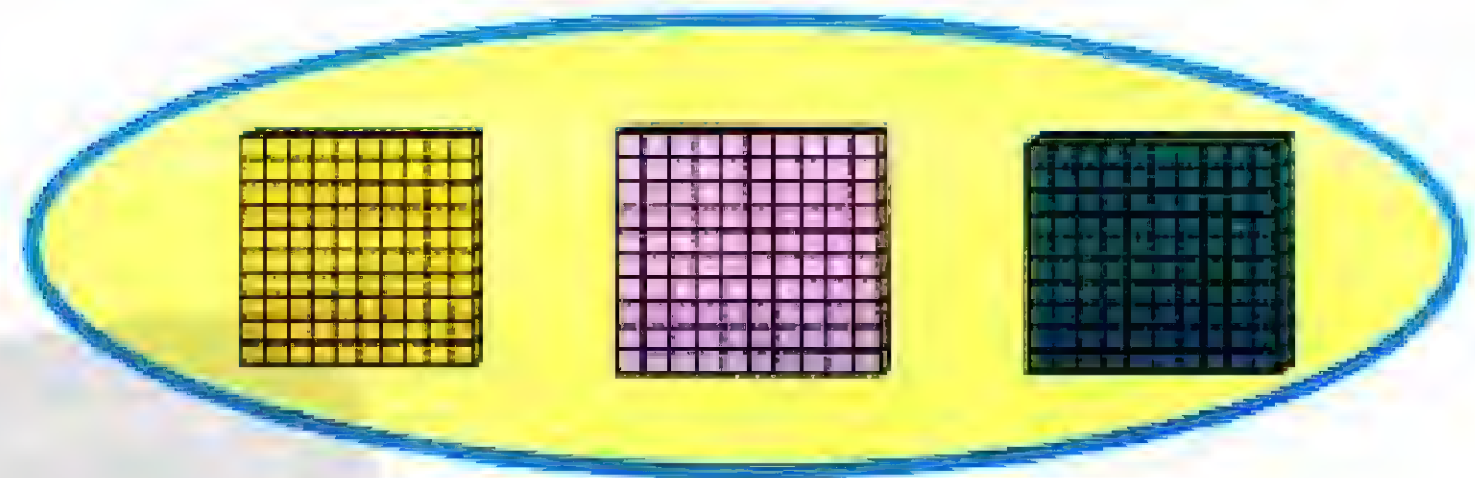


Complete as in the example .

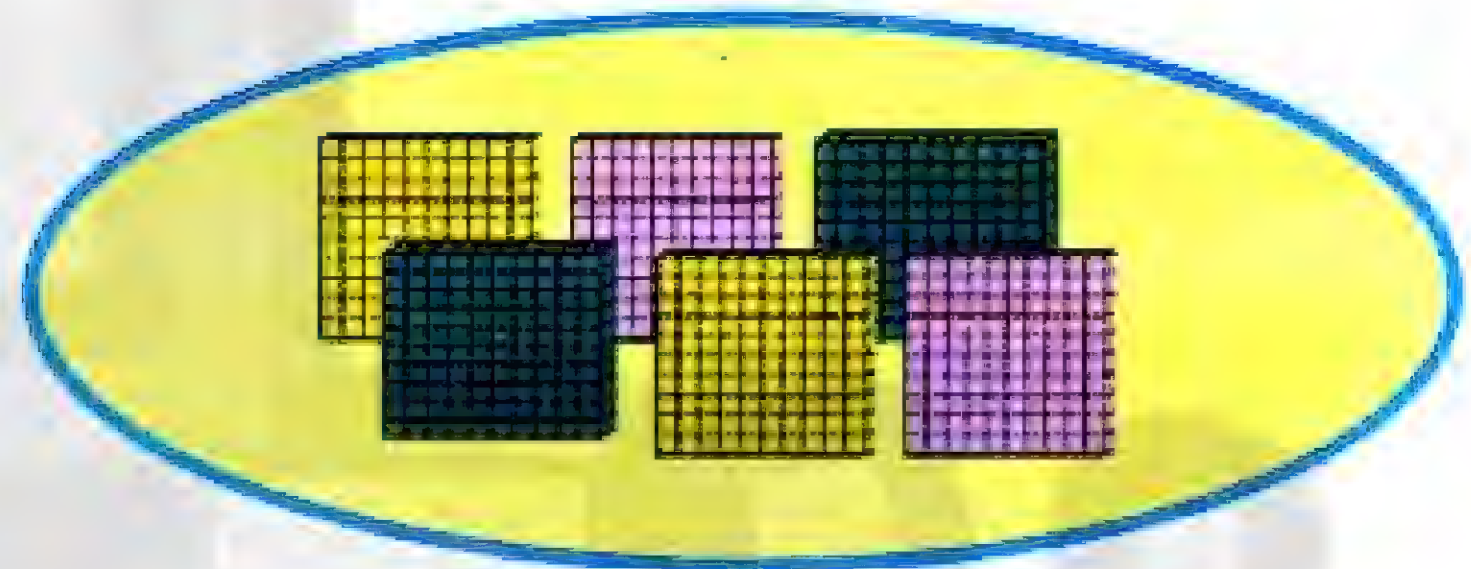
700



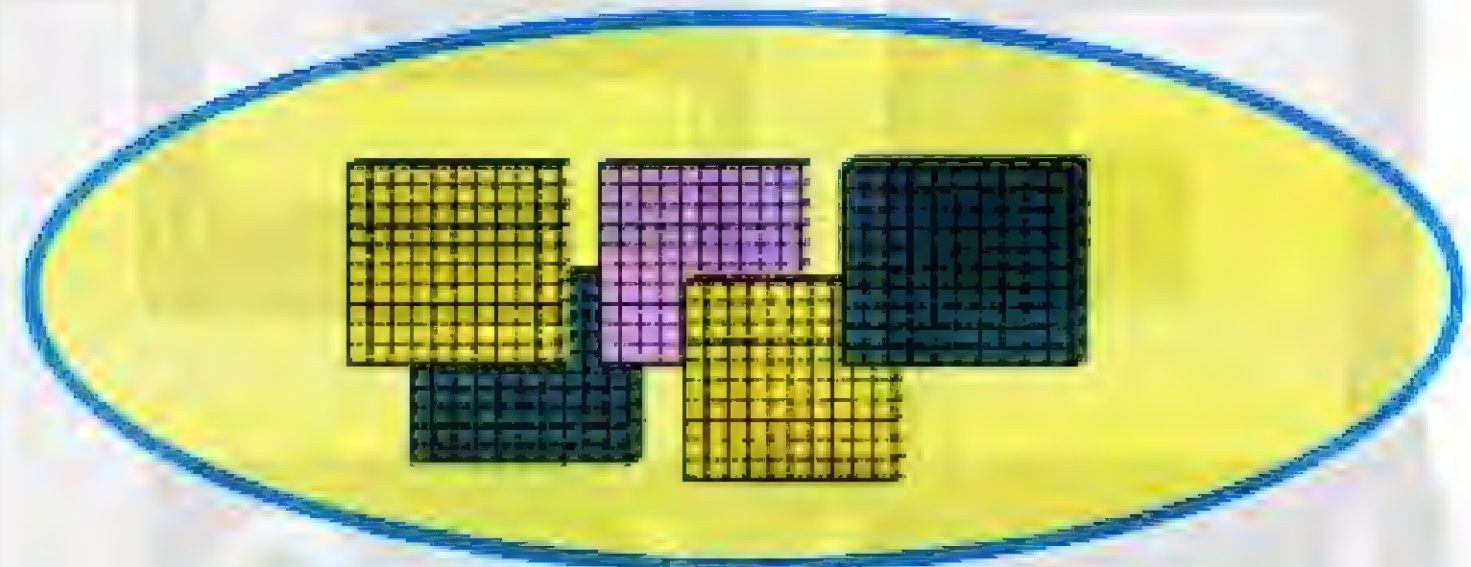
500



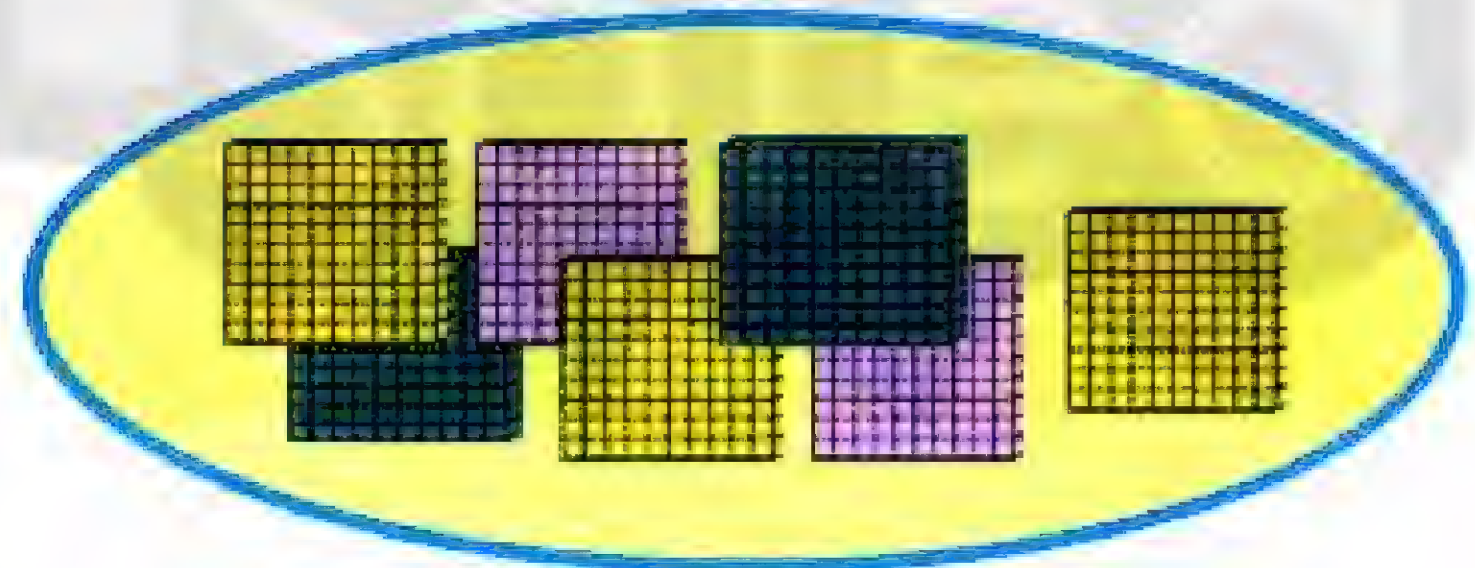
900



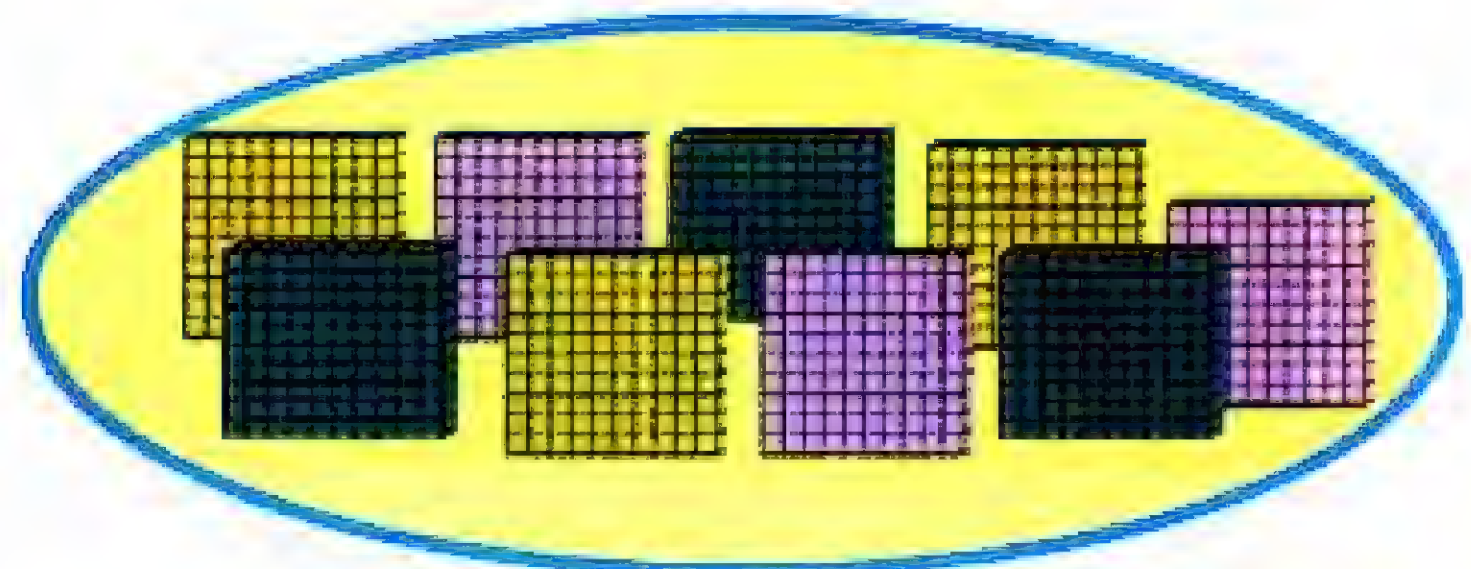
200



600



300



4



5

3

91

3

5

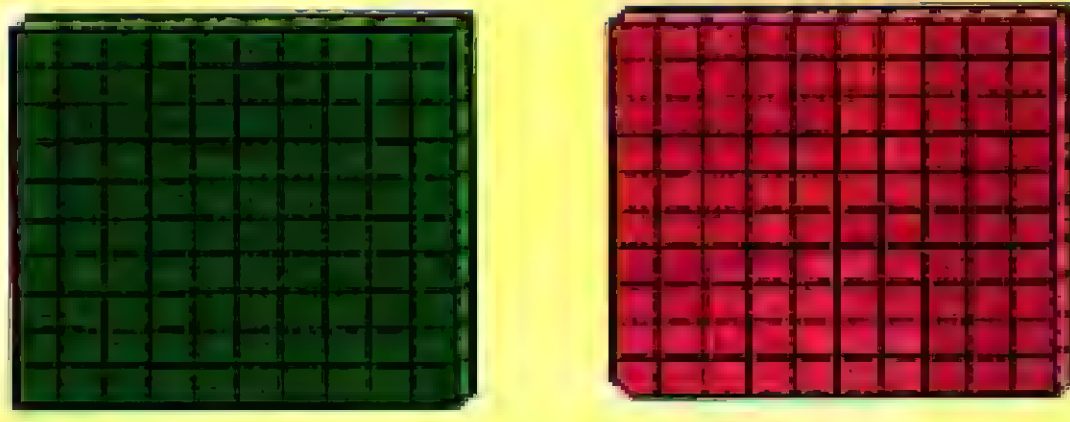
4



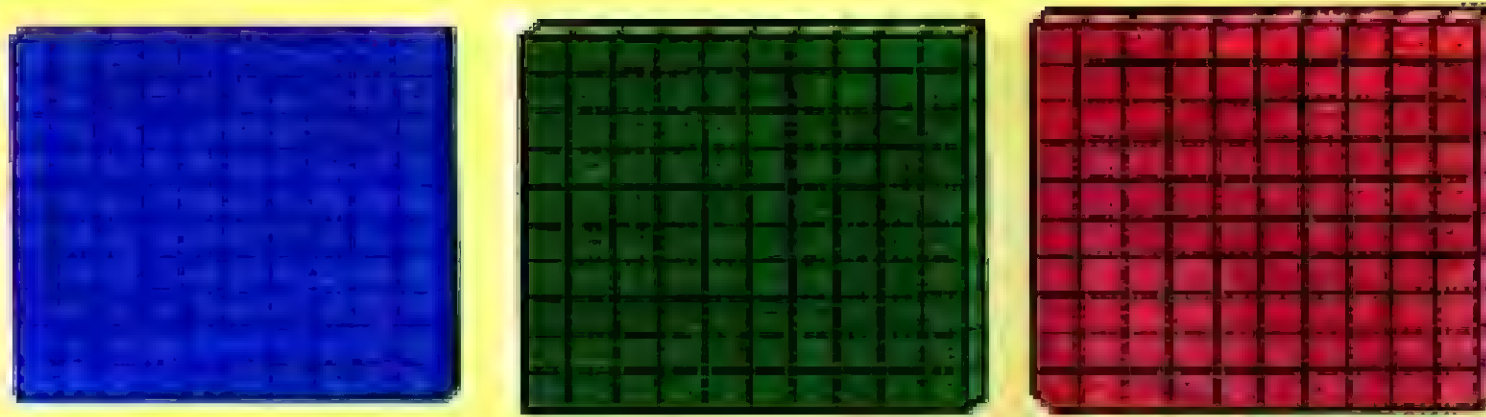
هذا العمل حصري على موقع ذا كروولى التعليمى ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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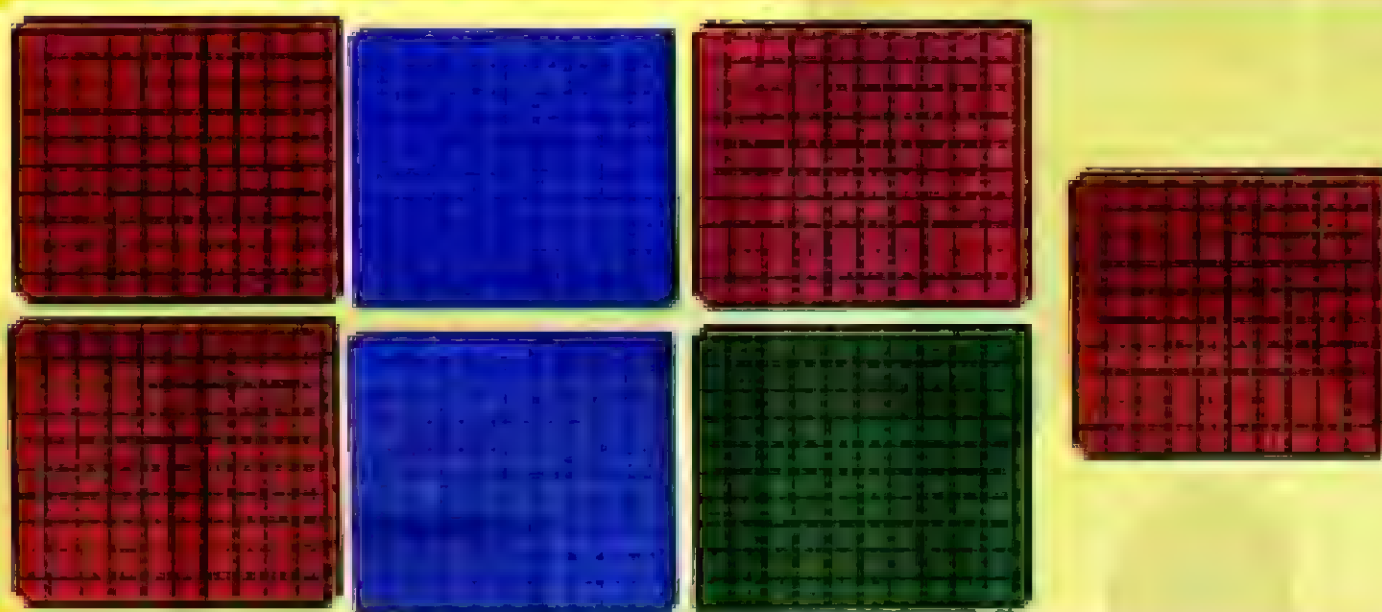
Count and Write the number in digits and in words .



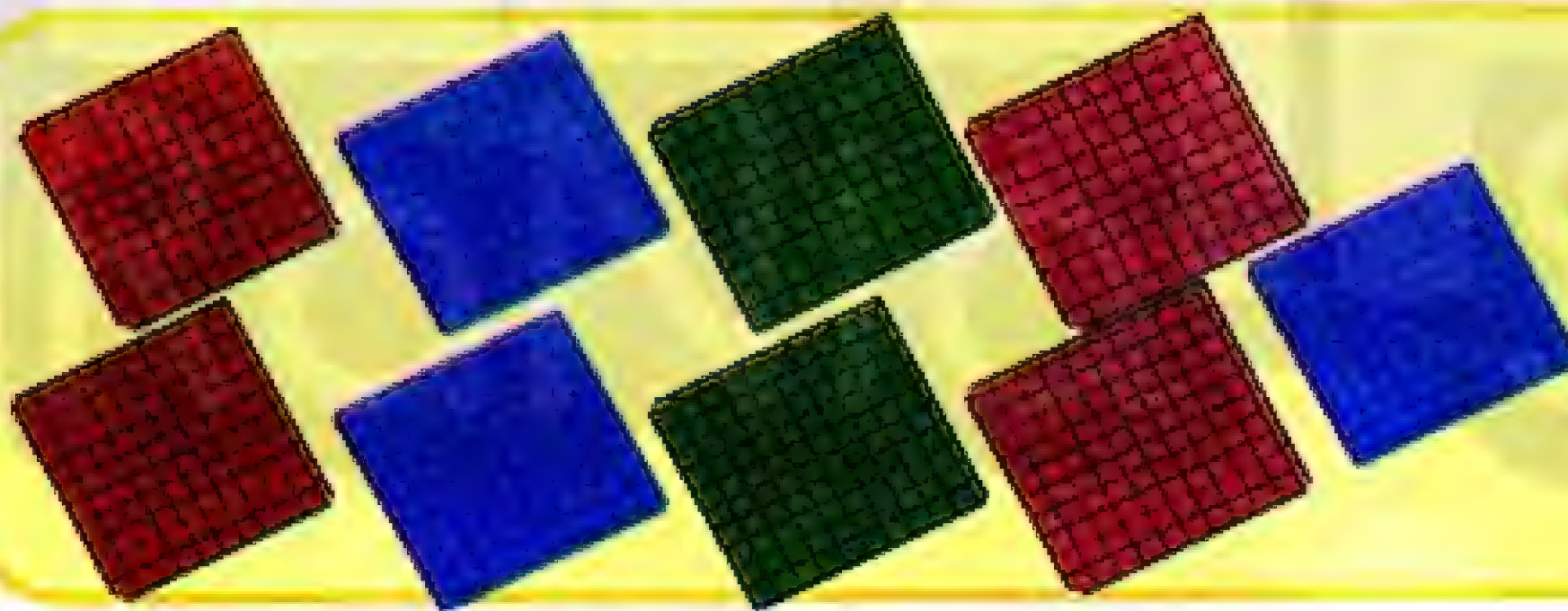
2 hundreds = 200



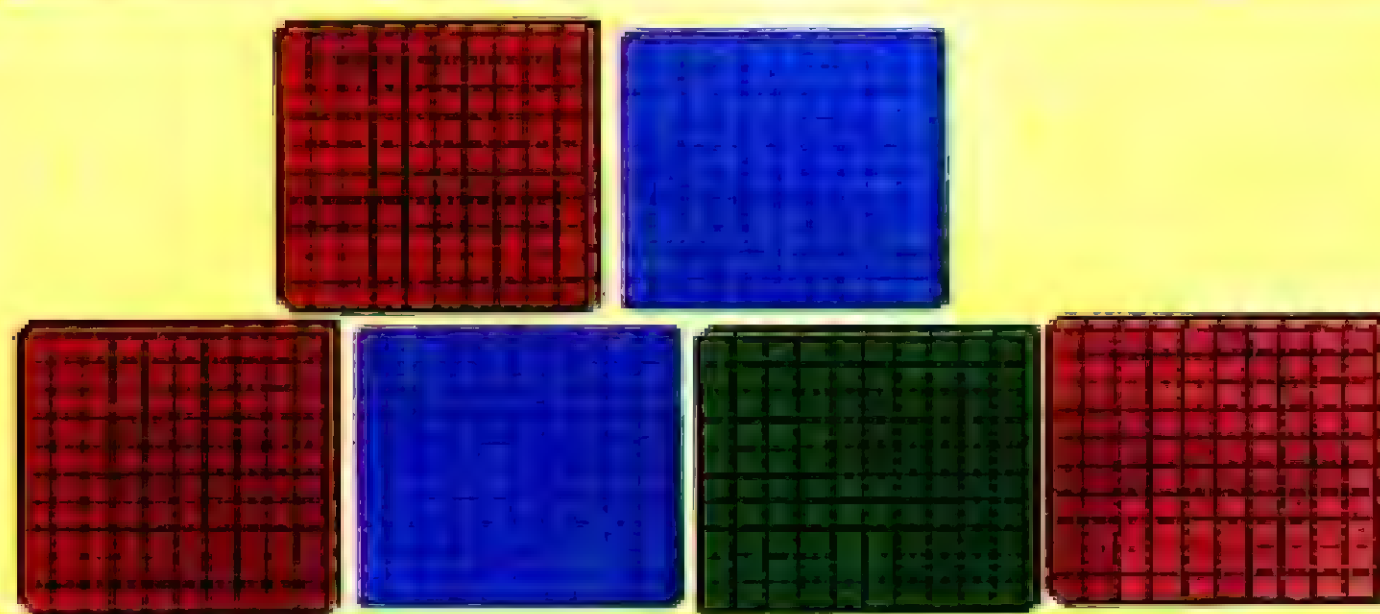
---- hundreds = -----



---- hundreds = -----



---- hundreds = -----



---- hundreds = -----



Complete the following as in the example .

$$60 + 40 = 100$$

$$20 + \text{-----} = 100$$

$$70 + \text{-----} = 100$$

$$\text{-----} + 60 = 100$$

$$\text{-----} + 90 = 100$$

$$50 + \text{-----} = 100$$

$$0 + \text{-----} = 100$$



Complete the following as in the example .

200 is read as

Two hundreds

700 is read as

----- is read as

Nine hundreds

600 is read as

500 is read as

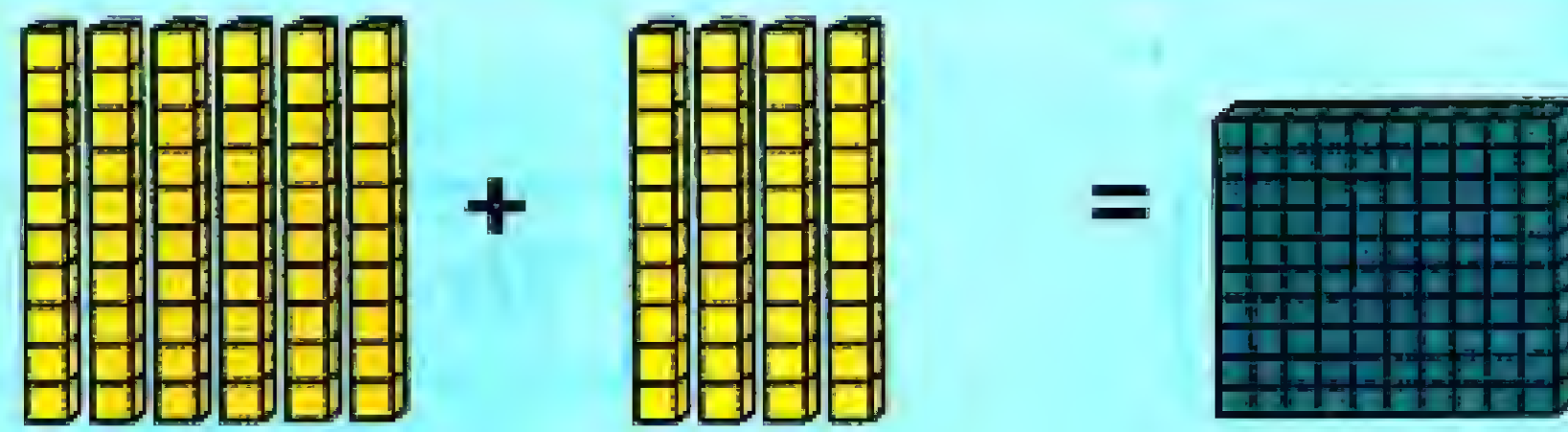
----- is read as

Three hundreds



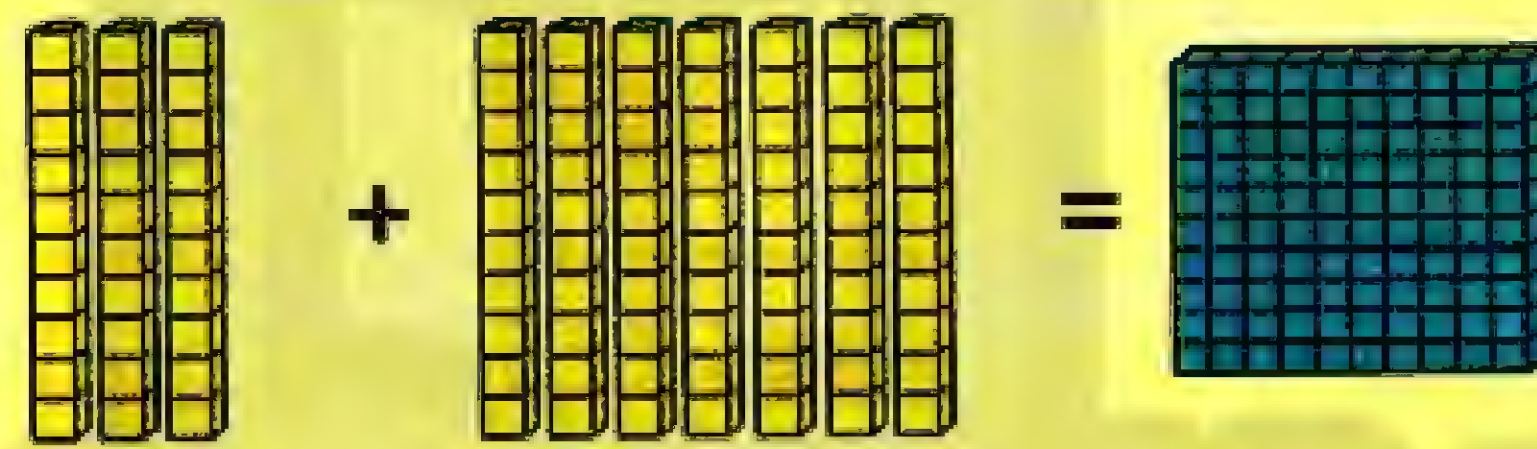


Complete as in the example .



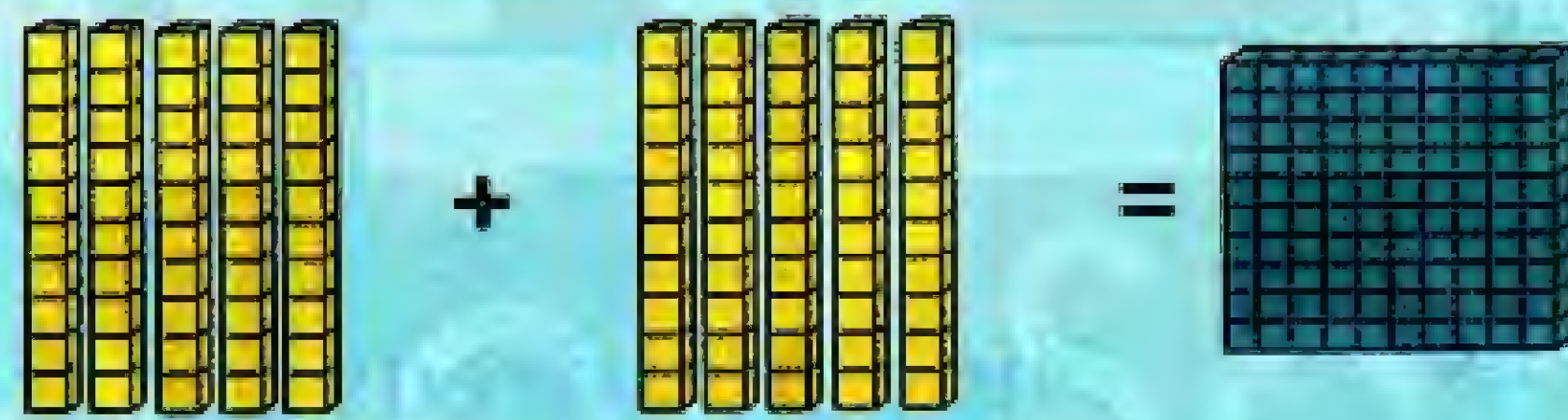
$$6 \text{ tens} + 4 \text{ tens} = 10 \text{ tens}$$

$$60 + 40 = 100$$



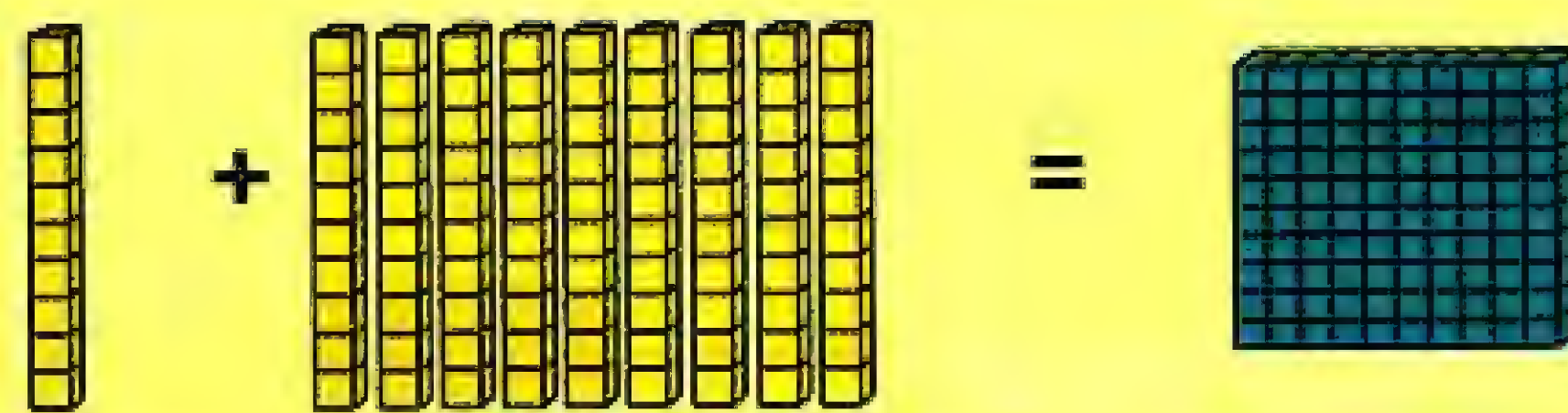
$$\text{--- tens} + \text{--- tens} = \text{--- tens}$$

$$\text{---} + \text{---} = \text{---}$$



$$\text{--- tens} + \text{--- tens} = \text{--- tens}$$

$$\text{---} + \text{---} = \text{---}$$



$$\text{--- ten} + \text{--- tens} = \text{--- tens}$$

$$\text{---} + \text{---} = \text{---}$$





Complete as in the example .

3 hundreds + 5 hundreds = 8 hundreds

$$300 + 500 = 800$$

3 hundreds + ----- hundreds = ----- hundreds

$$----- + 600 = 900 = 90 \text{ tens}$$

5 hundreds - ----- hundreds = ----- hundreds

$$500 - 200 = ----- = ----- \text{ tens}$$

----- hundreds + ----- hundreds = ----- hundreds

$$400 + 200 = ----- = ----- \text{ tens}$$

9 hundreds - ----- hundreds = 8 hundreds

$$----- - ----- = ----- = ----- \text{ tens}$$

----- hundreds + ----- hundreds = ----- hundreds

$$400 + 500 = ----- = 90 \text{ tens}$$





Complete as in the example .

$$40 \text{ tens} = 400 = 4 \text{ hundreds}$$

$$20 \text{ tens} = \text{-----} = \text{-----} \text{ hundreds}$$

$$50 \text{ tens} = \text{-----} = \text{-----} \text{ hundreds}$$

$$\text{-----} \text{ tens} = \text{-----} = 8 \text{ hundreds}$$

$$\text{-----} \text{ tens} = 600 = \text{-----} \text{ hundreds}$$

$$\text{-----} \text{ tens} = \text{-----} = 7 \text{ hundreds}$$

$$\text{-----} \text{ tens} = 300 = \text{-----} \text{ hundreds}$$

$$\text{-----} \text{ tens} = \text{-----} = 1 \text{ hundred}$$

$$90 \text{ tens} = \text{-----} = \text{-----} \text{ hundreds}$$





Put (< , > or =)

300



5 hundreds

4 hundreds



40 tens

400 + 200



50 tens

3 hundreds



20 tens

3 hundreds



30 units

6 hundreds - 300



30 tens

900 - 400



50 units

7 hundreds



40 tens - 20 tens

900 - 2 hundreds



70 tens





Complete as in the example .



+



----- + ----- = ----- pounds



-



----- - ----- = ----- pounds



+



----- + ----- = ----- pounds



-



----- - ----- = ----- pounds





Place Value



A word to the parents

By the end of this lesson your child will be able to :

- Determine the place value of the digit
- Read and write any number formed from 3-digits

For any number, the value of each digit depends on its place

Example

In the next table you will see the place value and the value of each digit of the number 362 .

	3	6	2
Place value	3 is in the hundreds place	6 is in the tens place	2 is in the units place
Value	300	60	2

And it is read as **three hundred sixty-two**

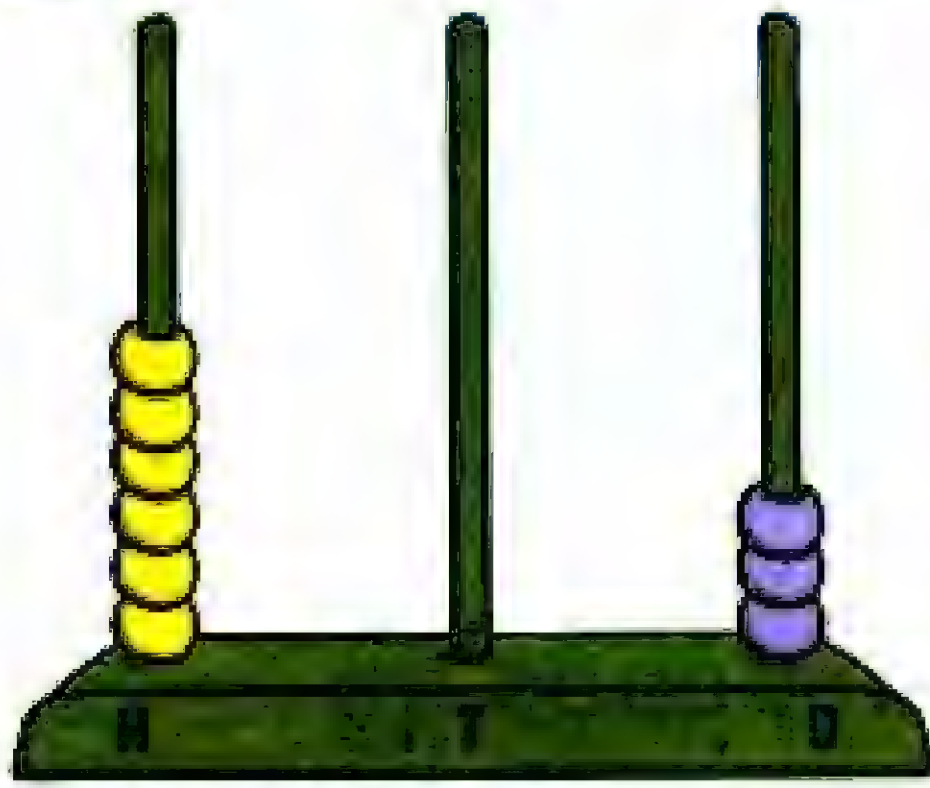
$$362 = 300 + 60 + 2$$

To read a 3-digit number , start by reading hundreds , then tens and units .



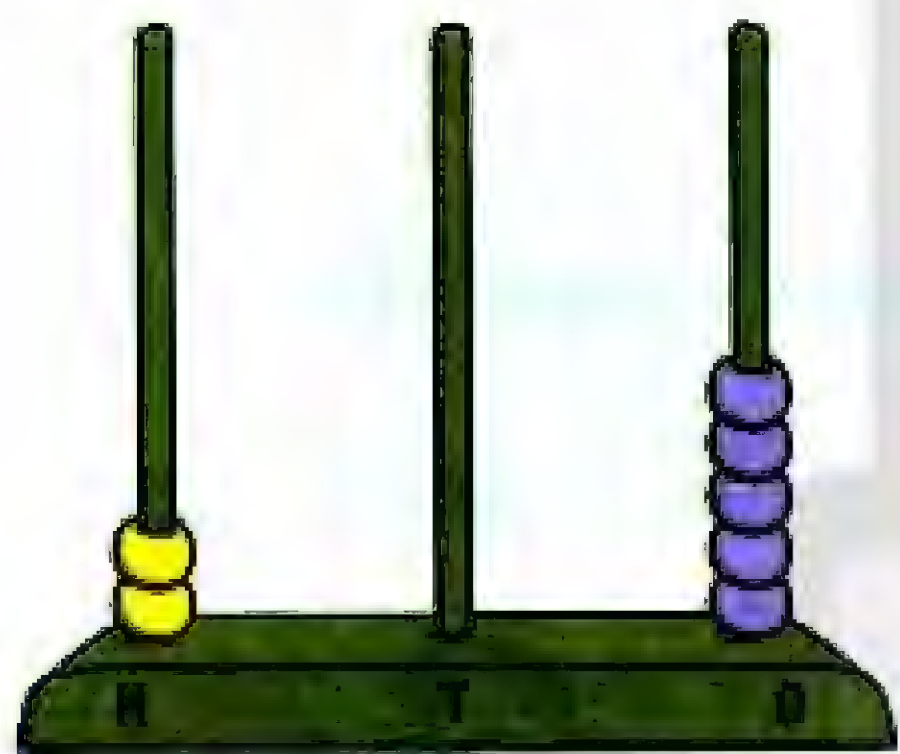


Complete the following as in the example



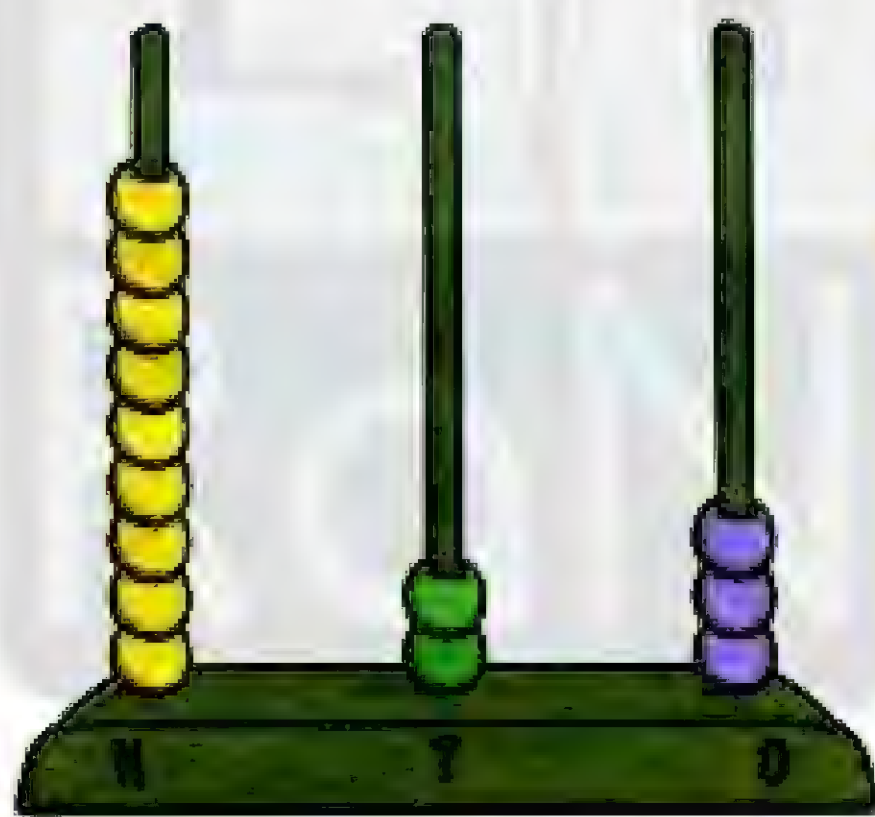
In digits: 603

It is read as six hundred three



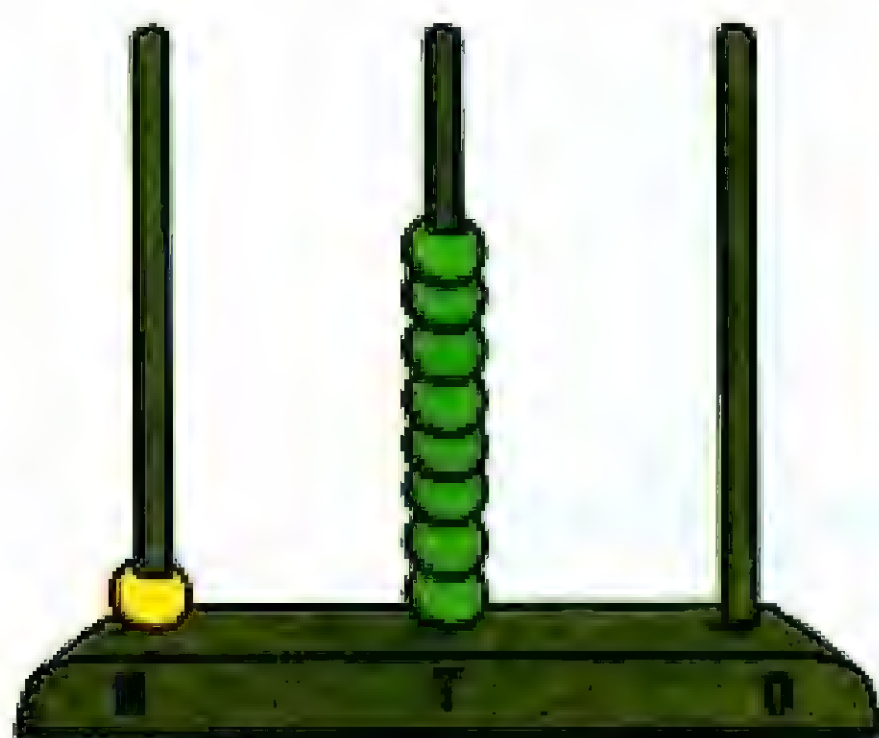
In digits :-----

It is read as-----



In digits :-----

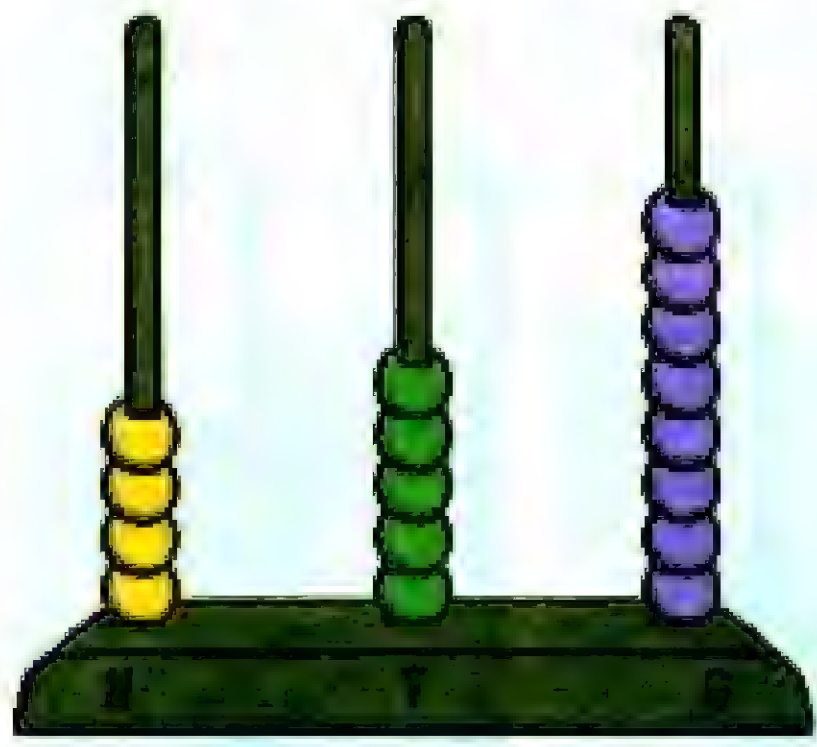
It is read as-----



In digits :-----

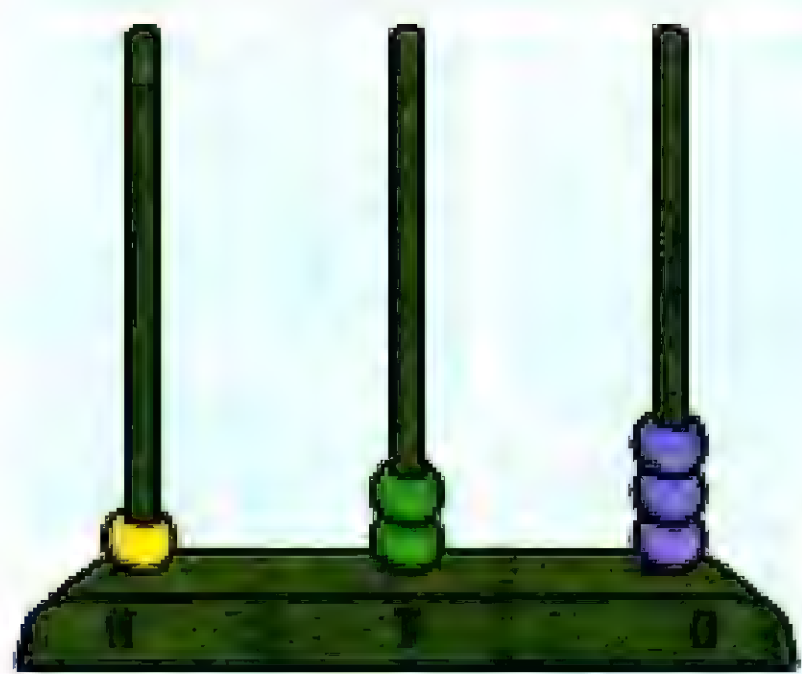
It is read as-----





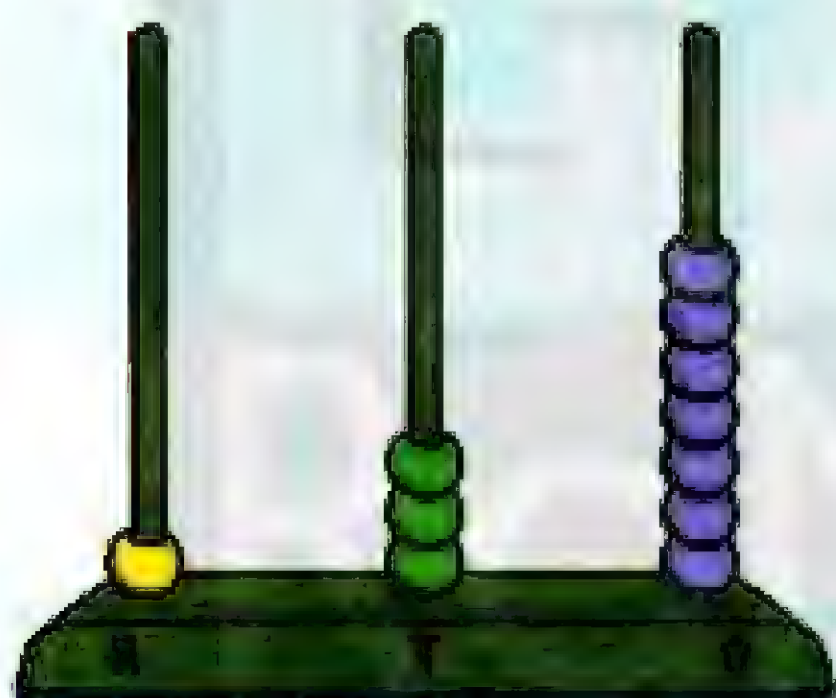
In digits :-----

It is read as-----



In digits :-----

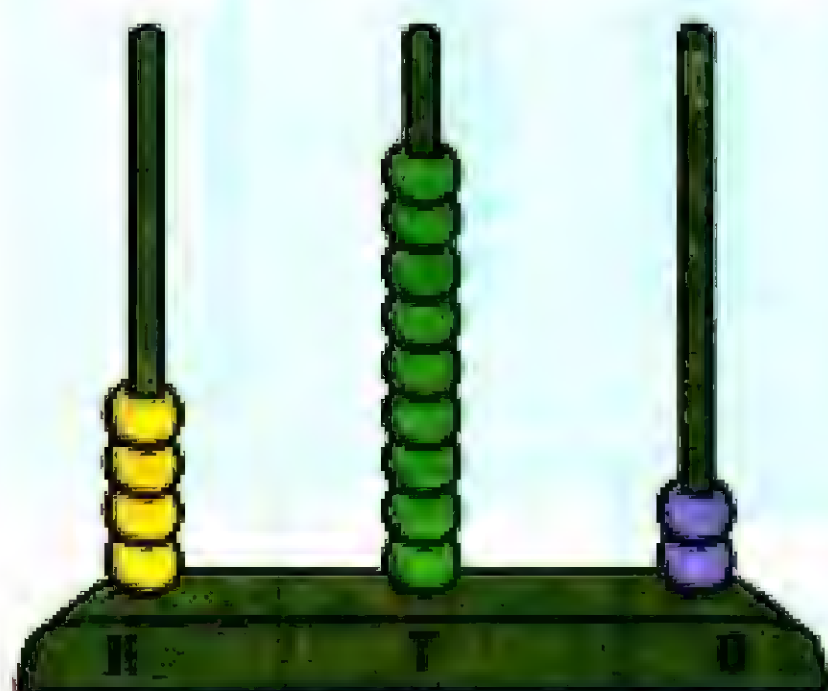
It is read as-----



In digits :-----

It is read as-----

تفوقه في أي عمل عليه العلامة دي



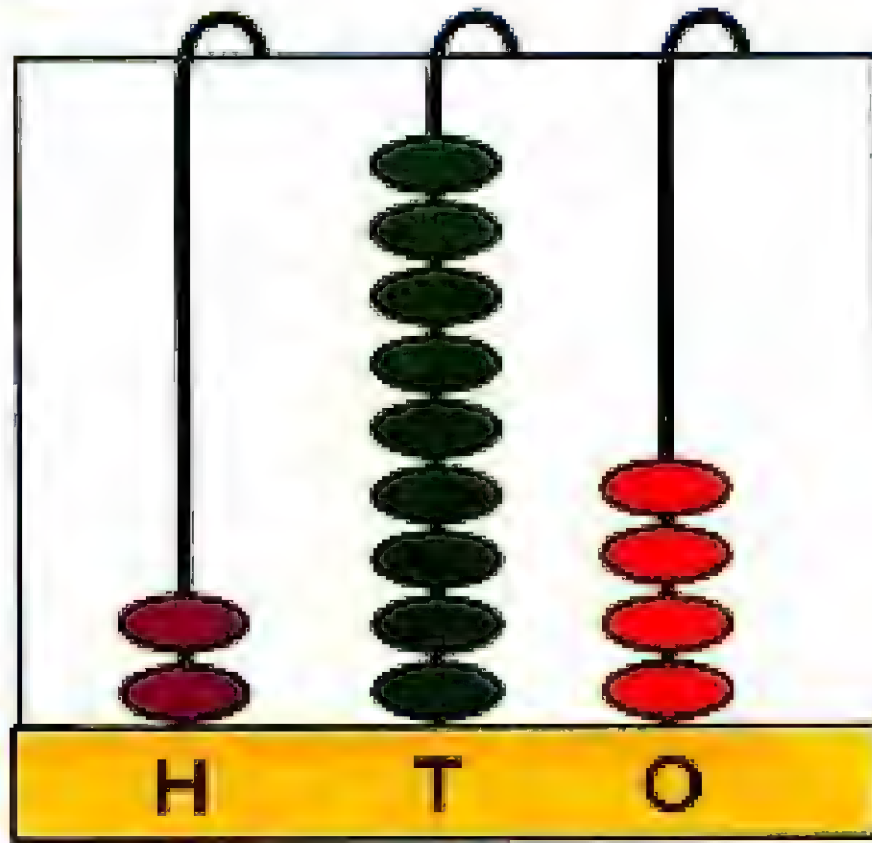
In digits :-----

It is read as-----

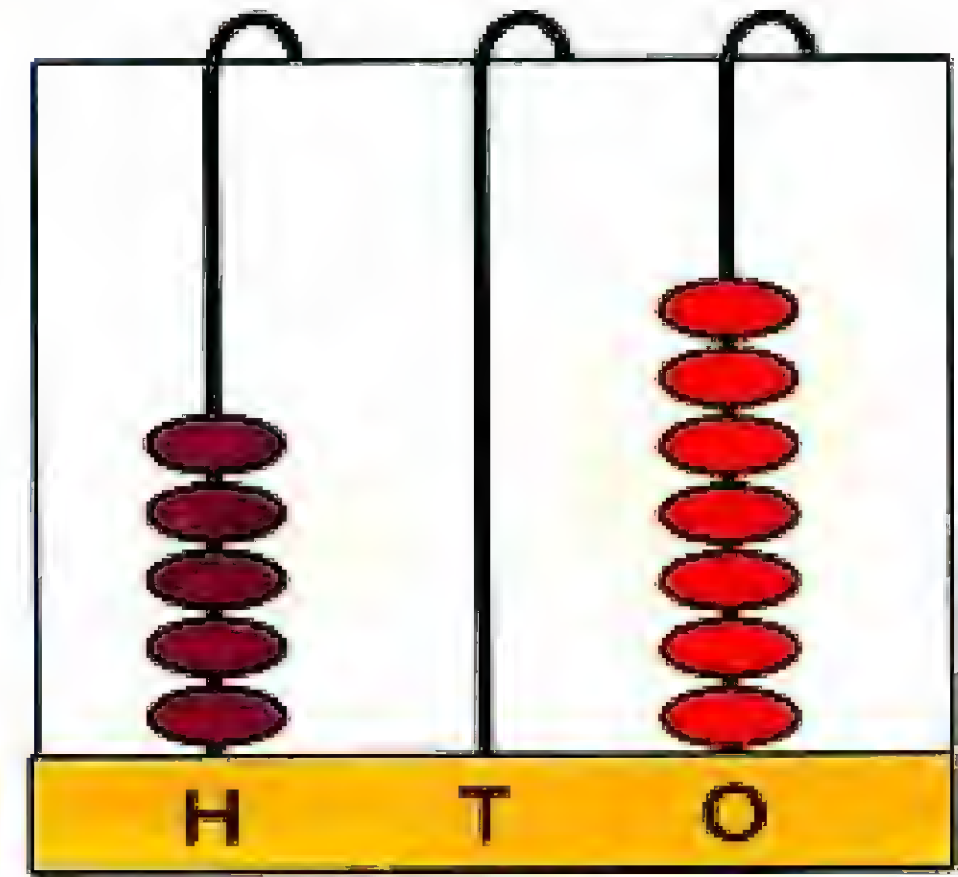




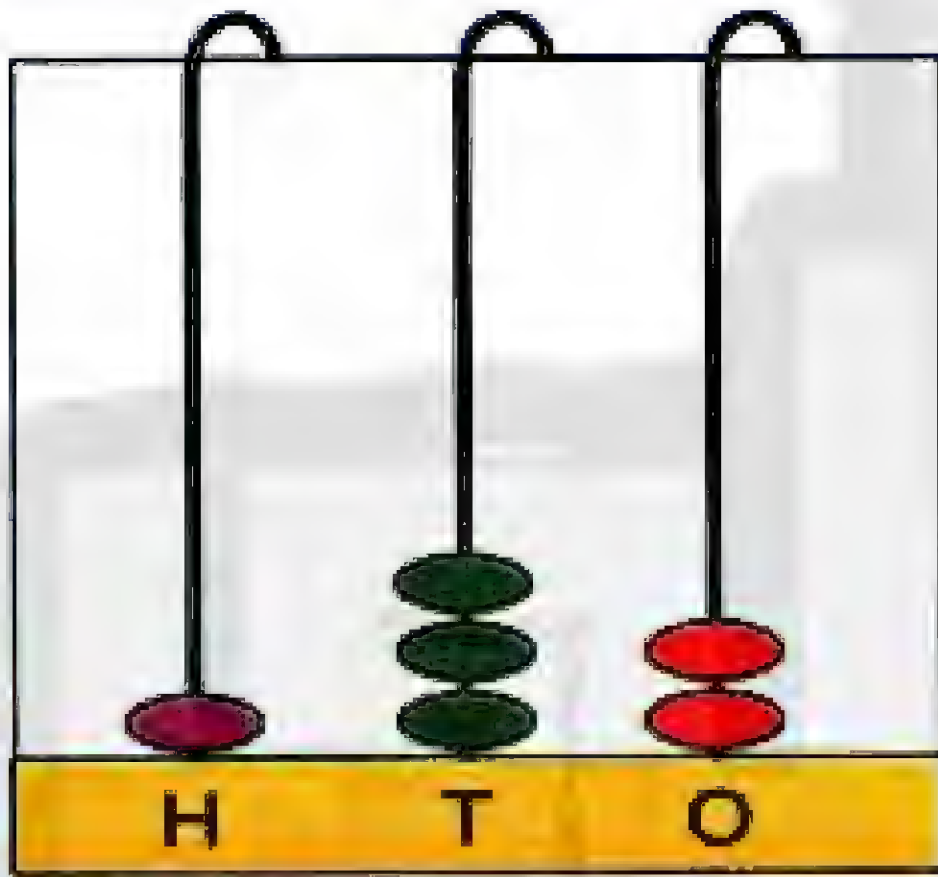
Write and say the number shown .



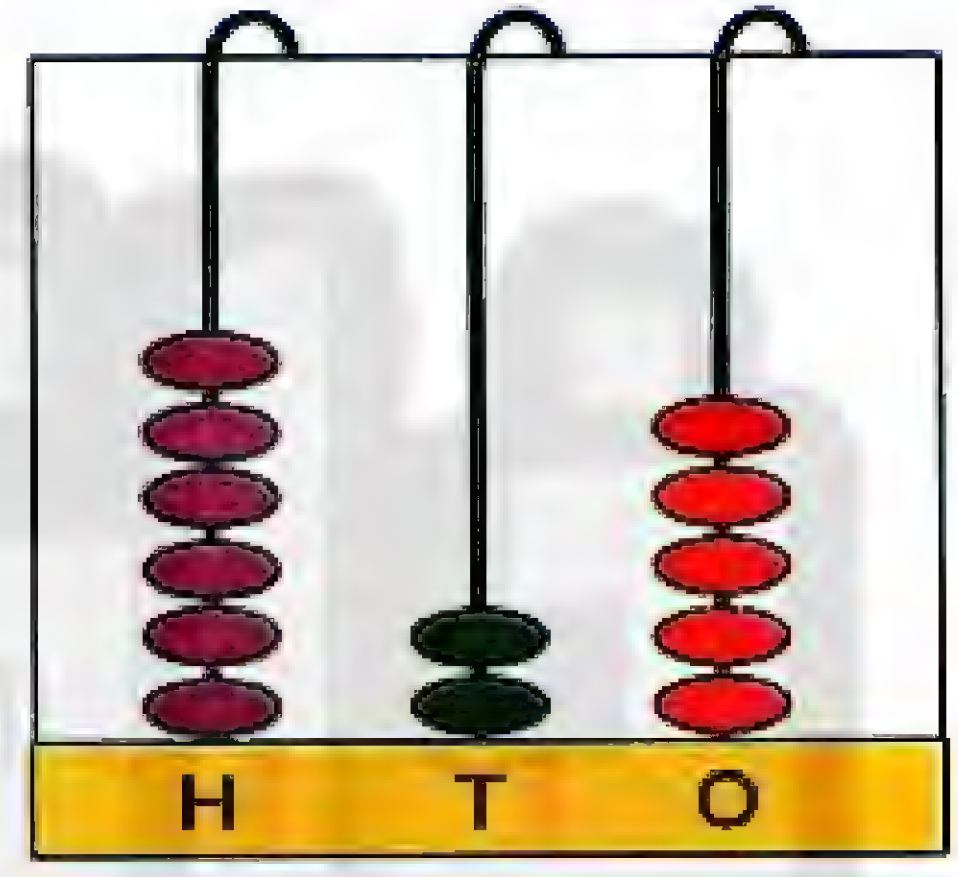
Hundreds	Tens	Ones



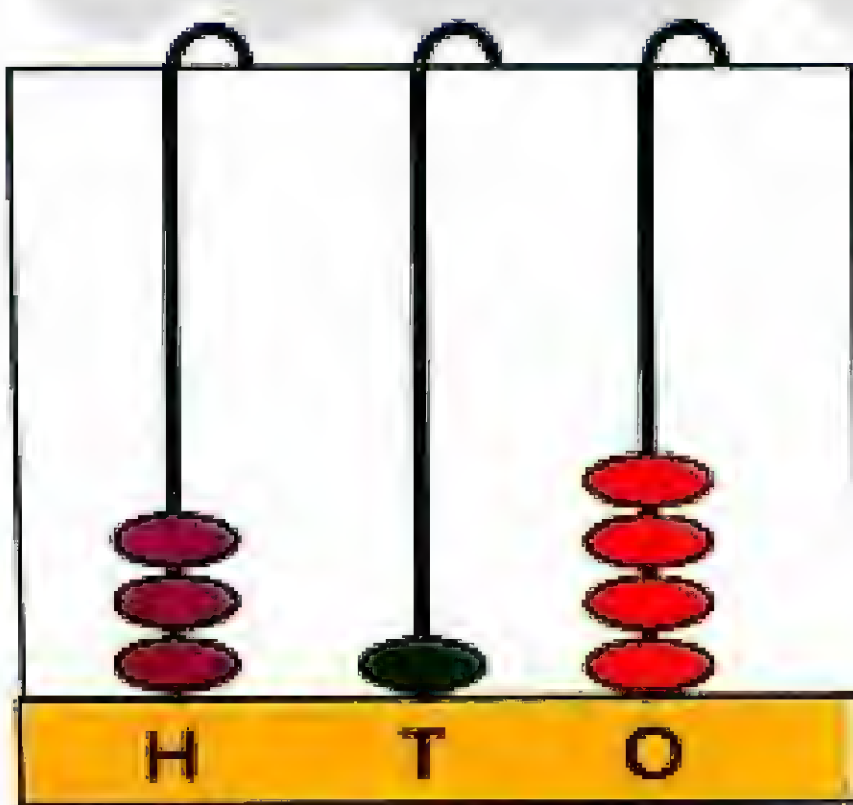
Hundreds	Tens	Ones



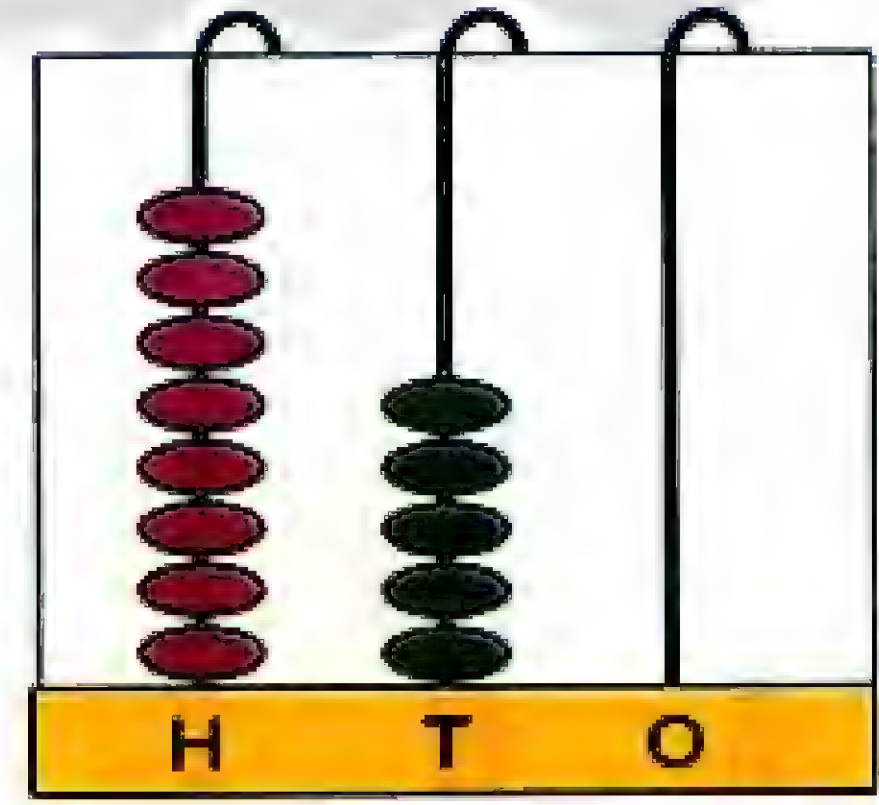
Hundreds	Tens	Ones



Hundreds	Tens	Ones



Hundreds	Tens	Ones



Hundreds	Tens	Ones

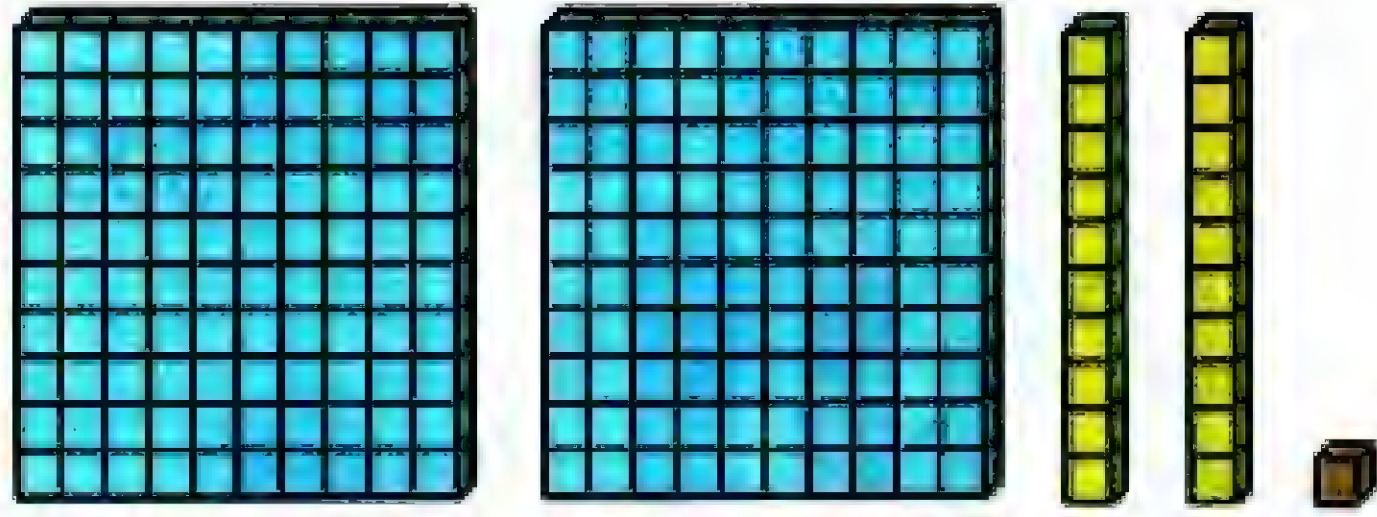


هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



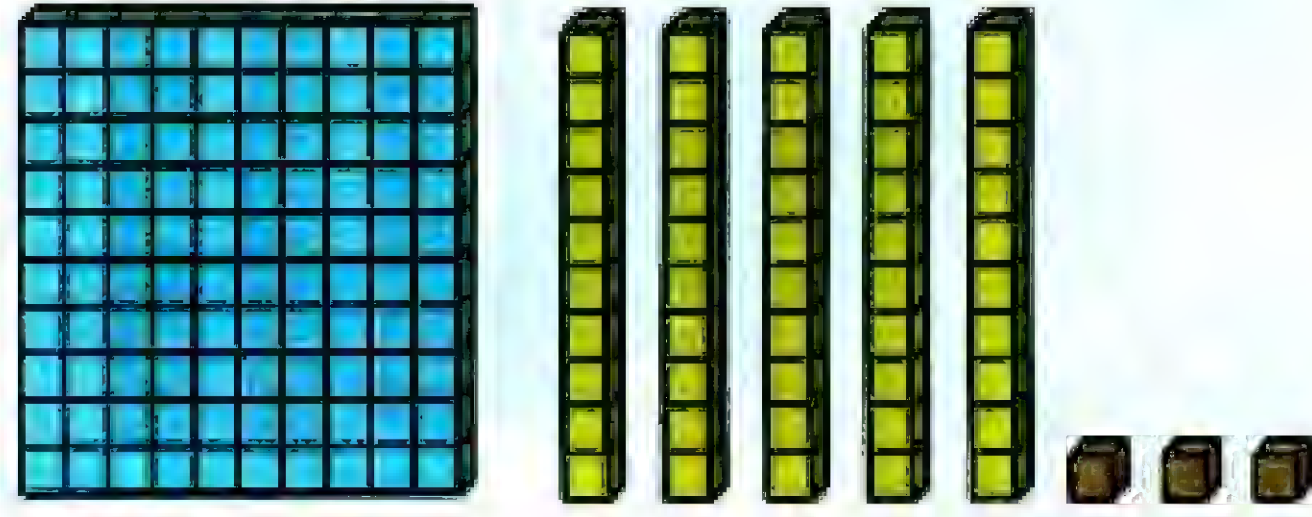
Write the number in digits .

1)



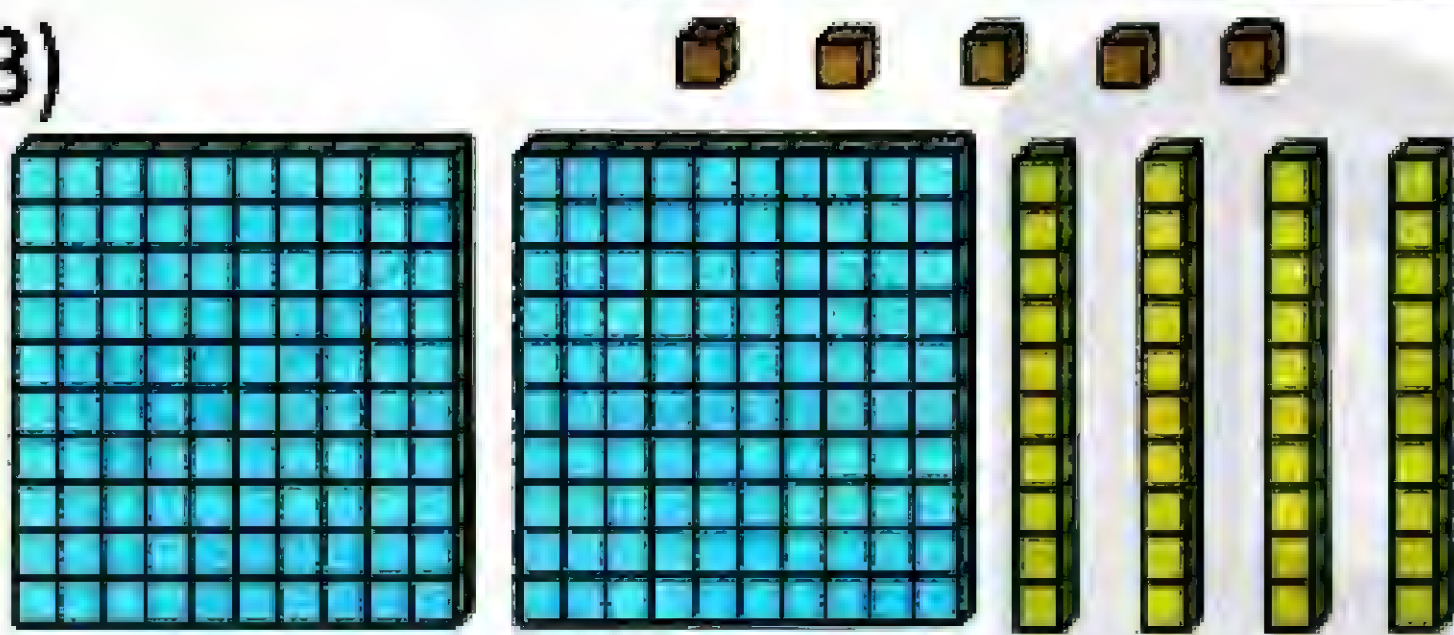
_____ blocks

2)



_____ blocks

3)



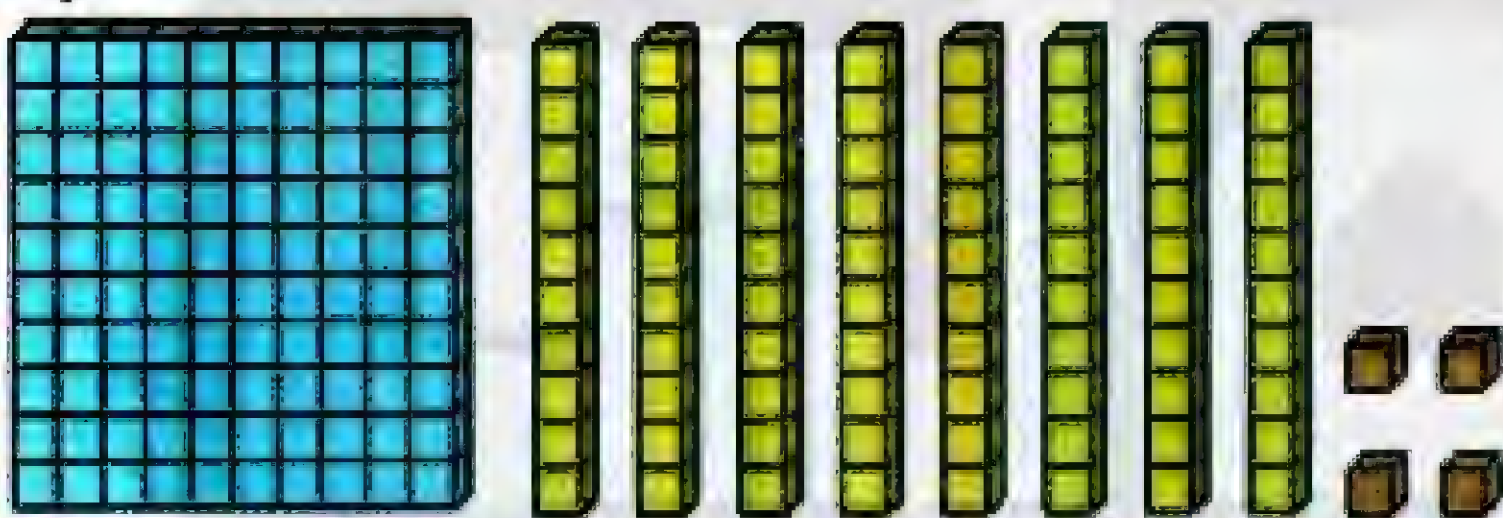
_____ blocks

4)



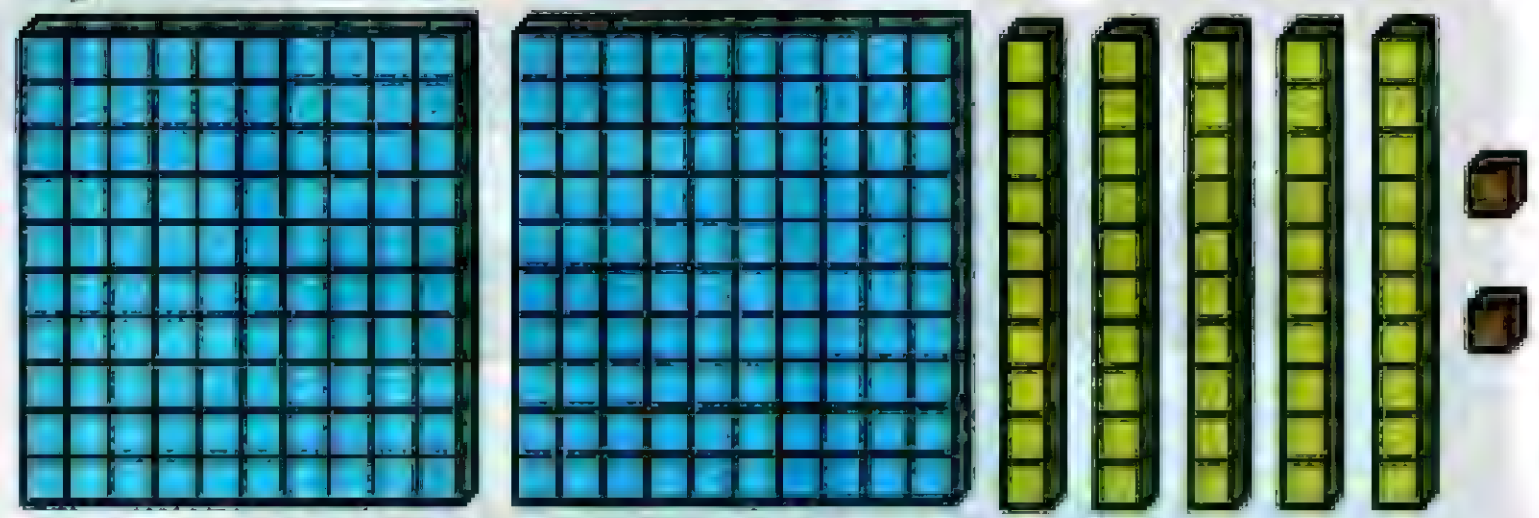
_____ blocks

5)



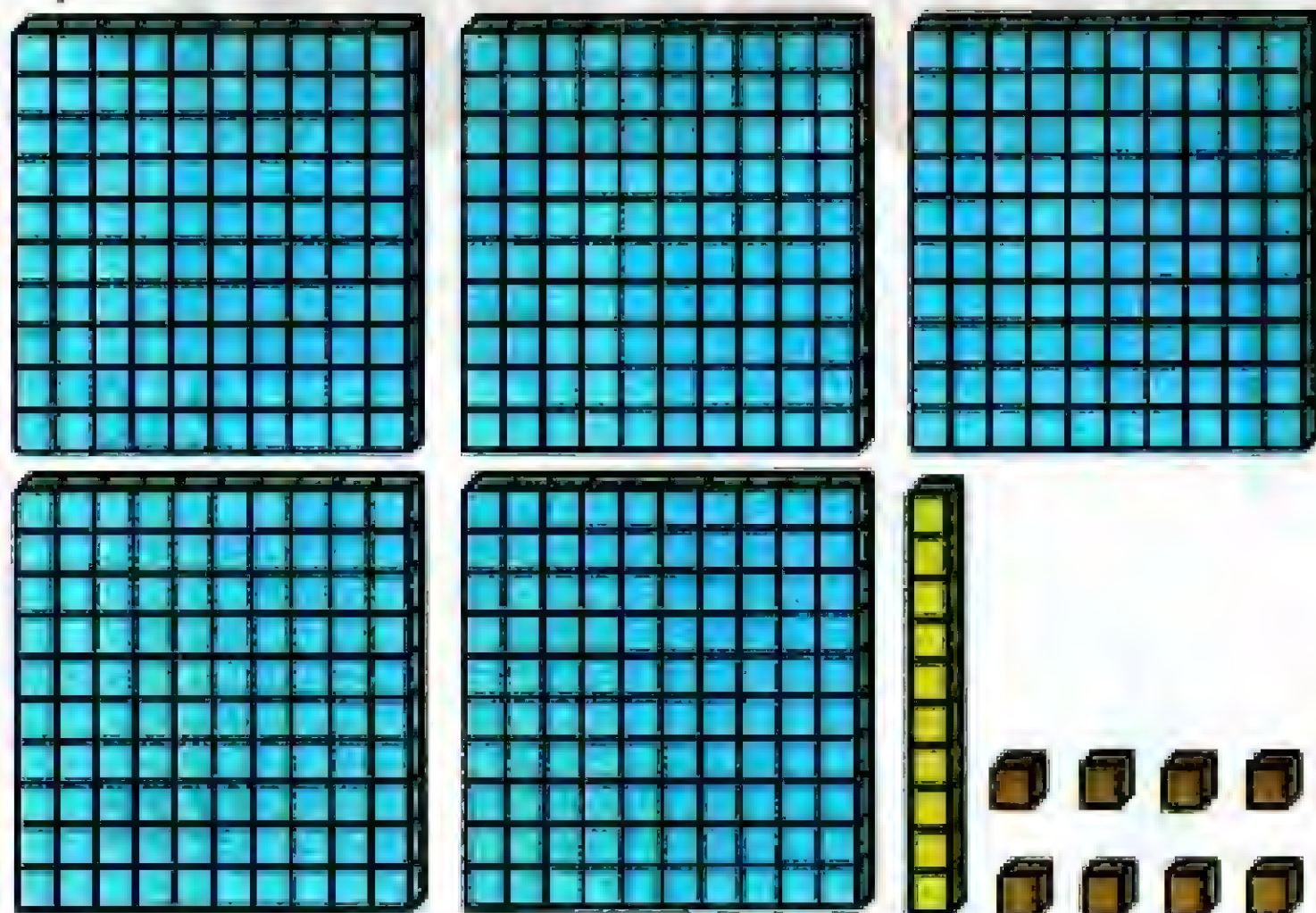
_____ blocks

6)



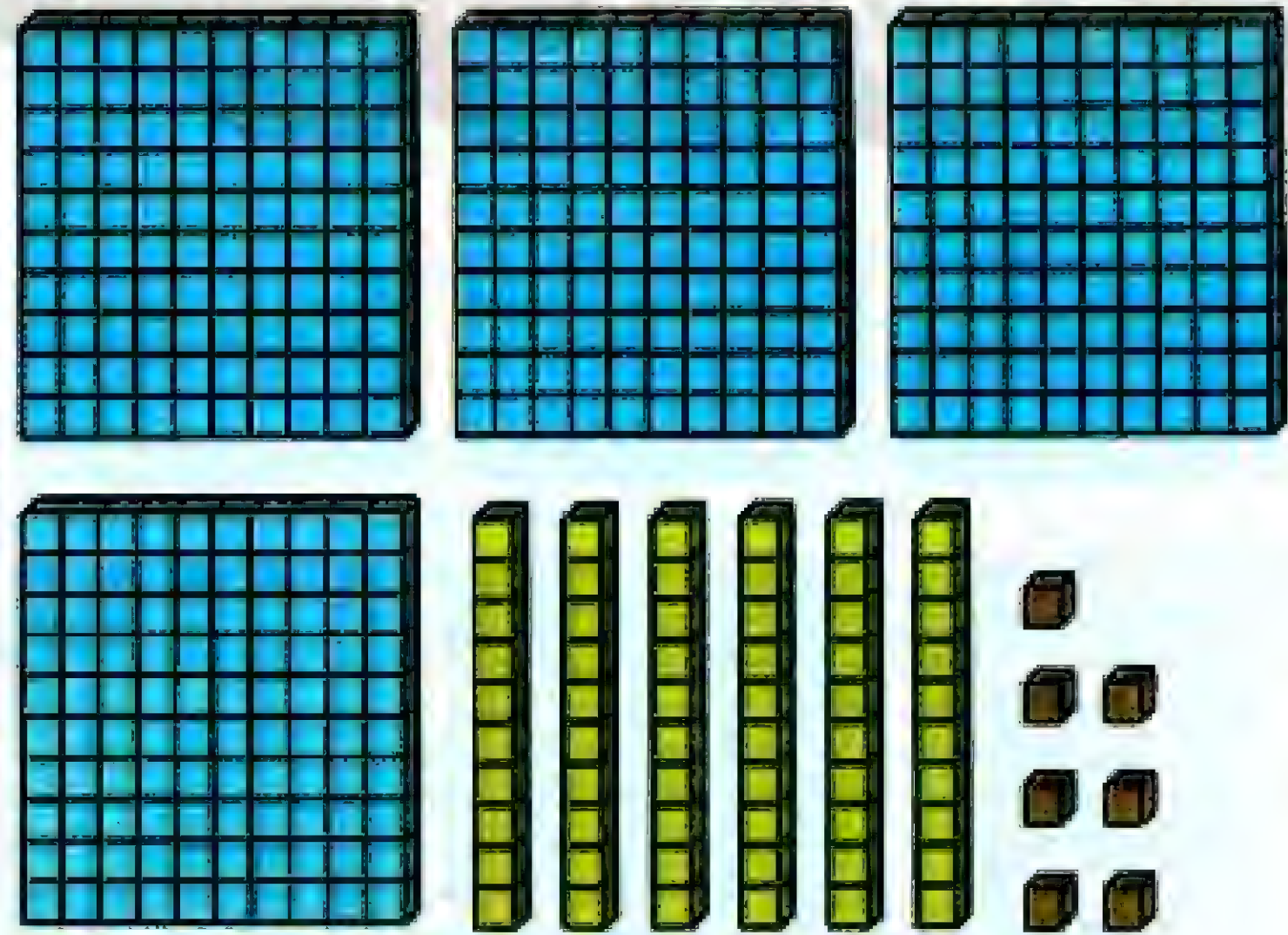
_____ blocks

7)



_____ blocks

8)

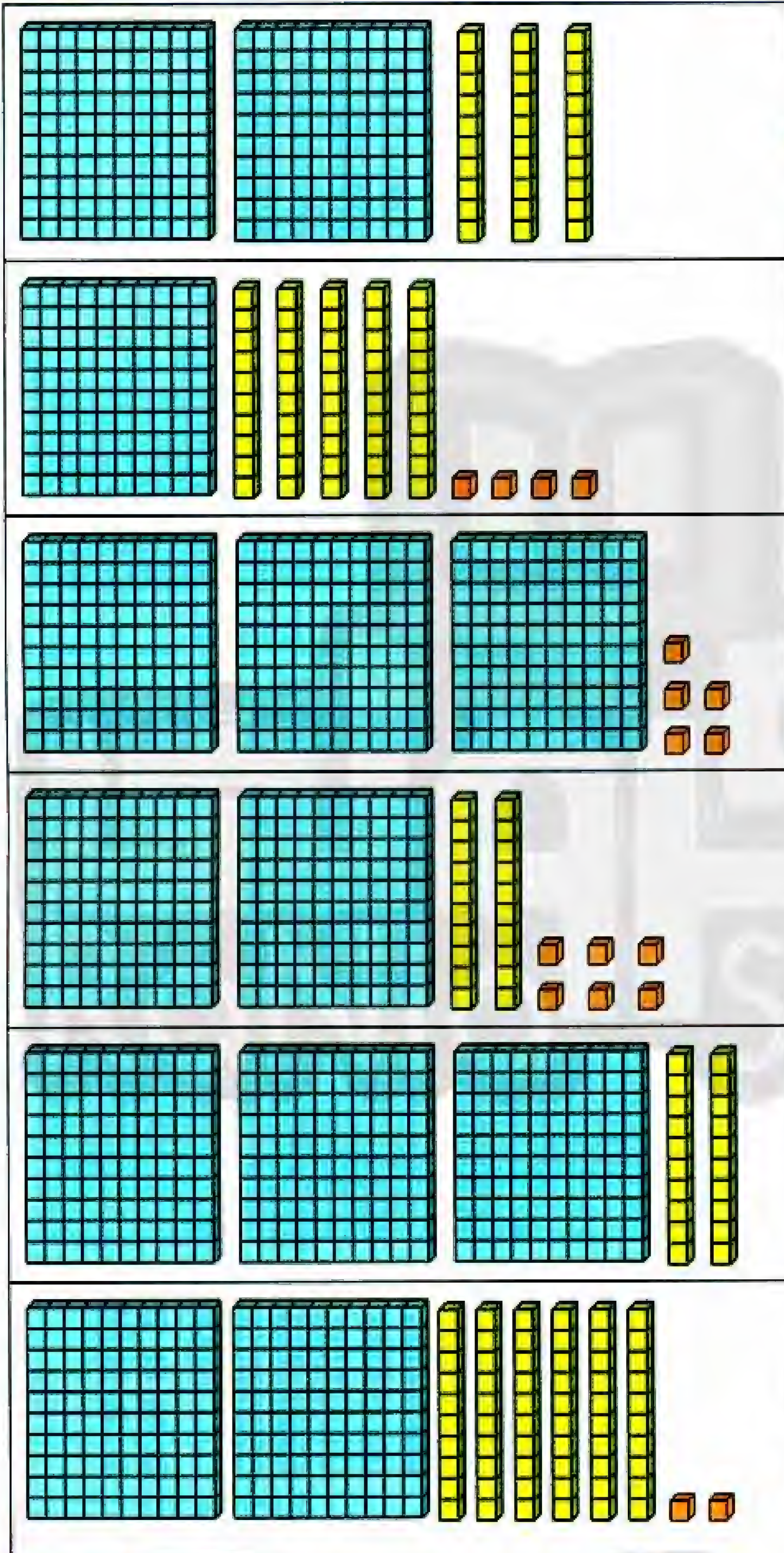


_____ blocks





Match the following as in the example .



305

120

230

320

154

262

210

226

104

3

x

5

÷

4



4



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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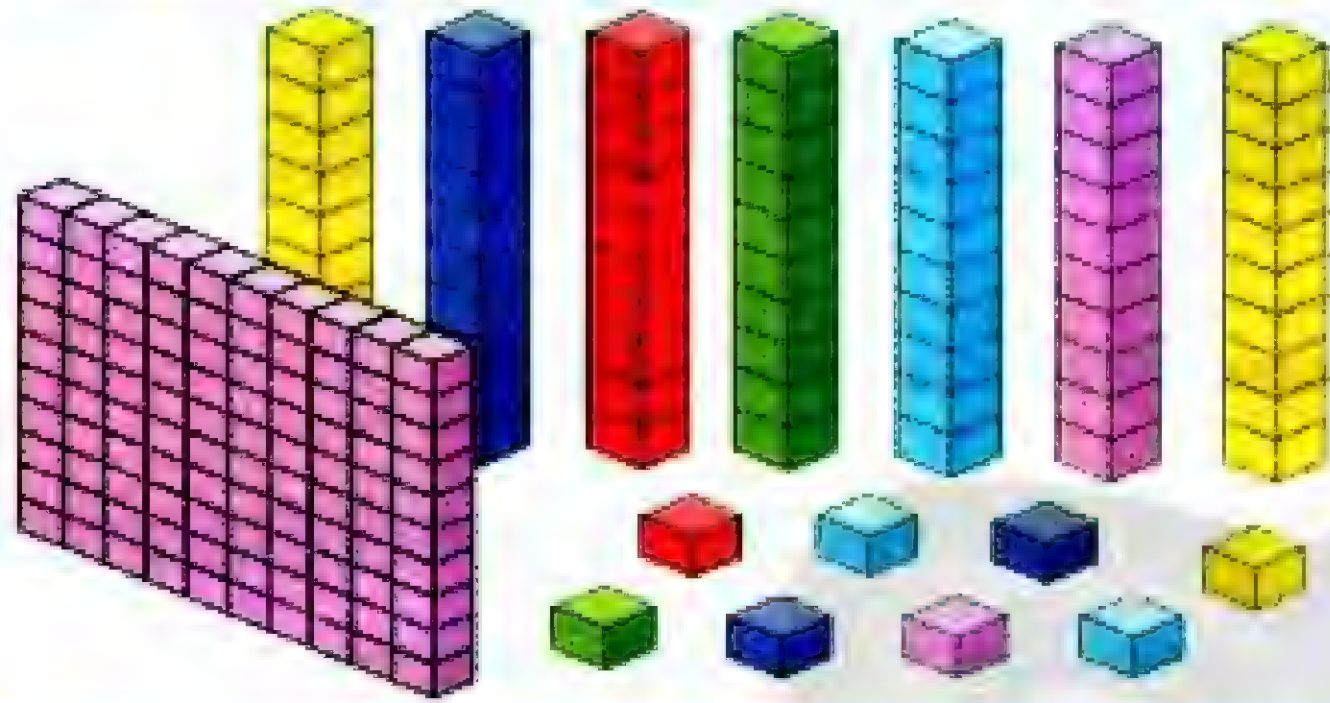
Complete as in the example .

Hundreds
1

Tens
7

Units
8

178



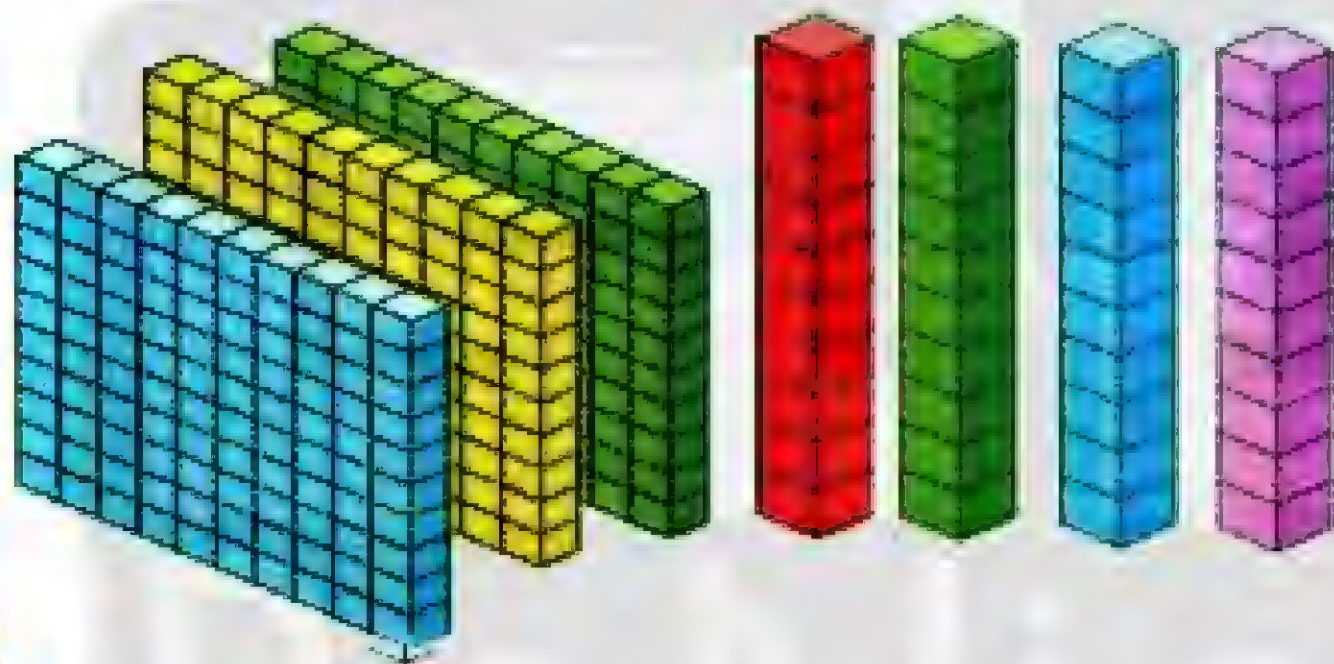
1 hundred, 7 tens and 8 units

$$100 + 70 + 8$$

Hundreds

Tens

Units



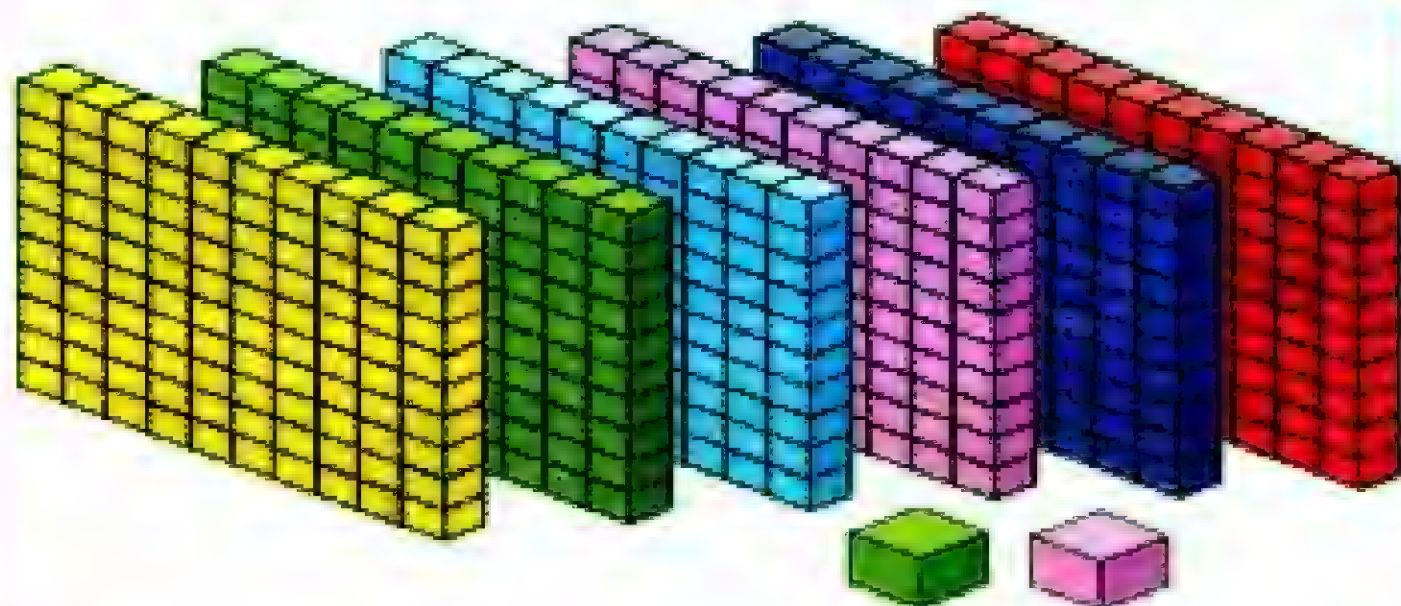
-----hundreds, ----- tens and ----- units

$$----- + ----- + -----$$

Hundreds

Tens

Units



-----hundreds, ----- tens and ----- units

$$----- + ----- + -----$$



4



5

÷

×

3

105



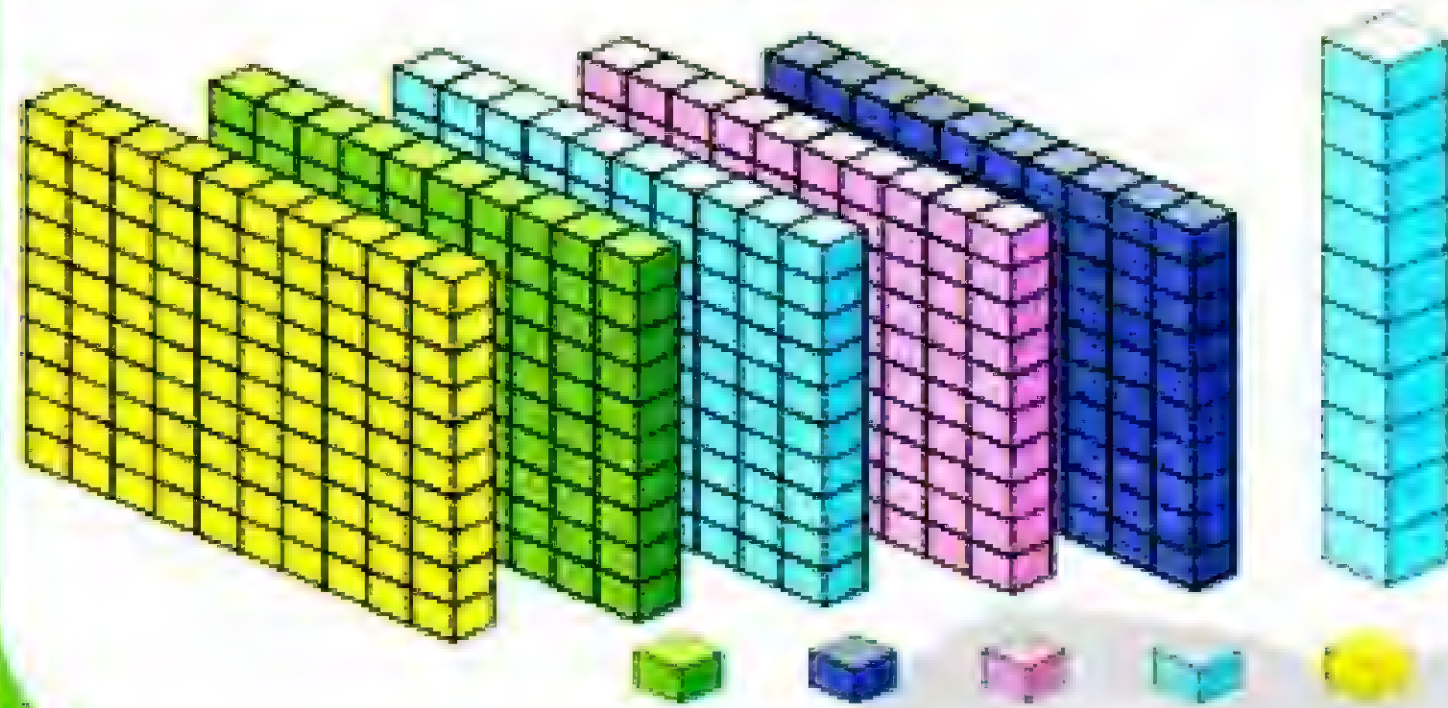
هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



Hundreds

Tens

Units



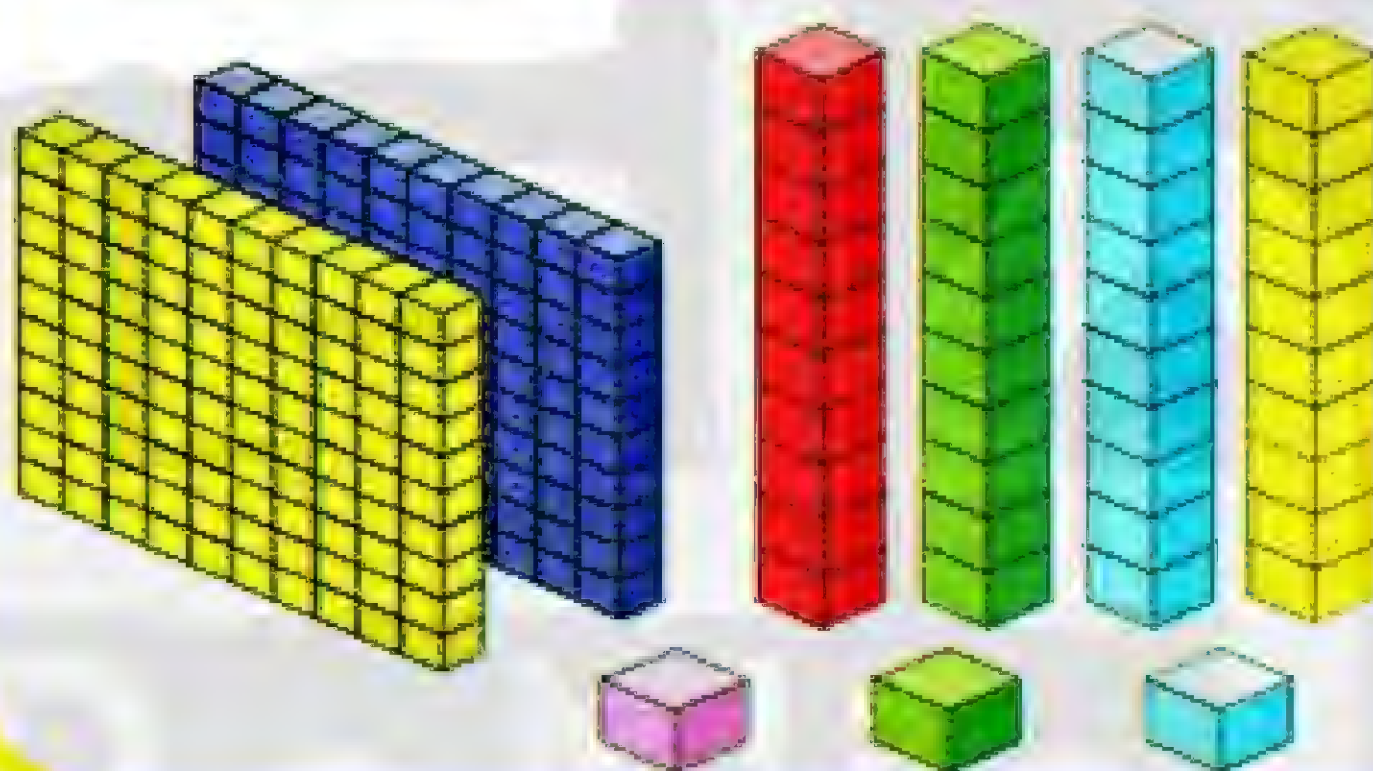
----hundreds, ---- tens and ---- units

---- + ---- + ----

Hundreds

Tens

Units



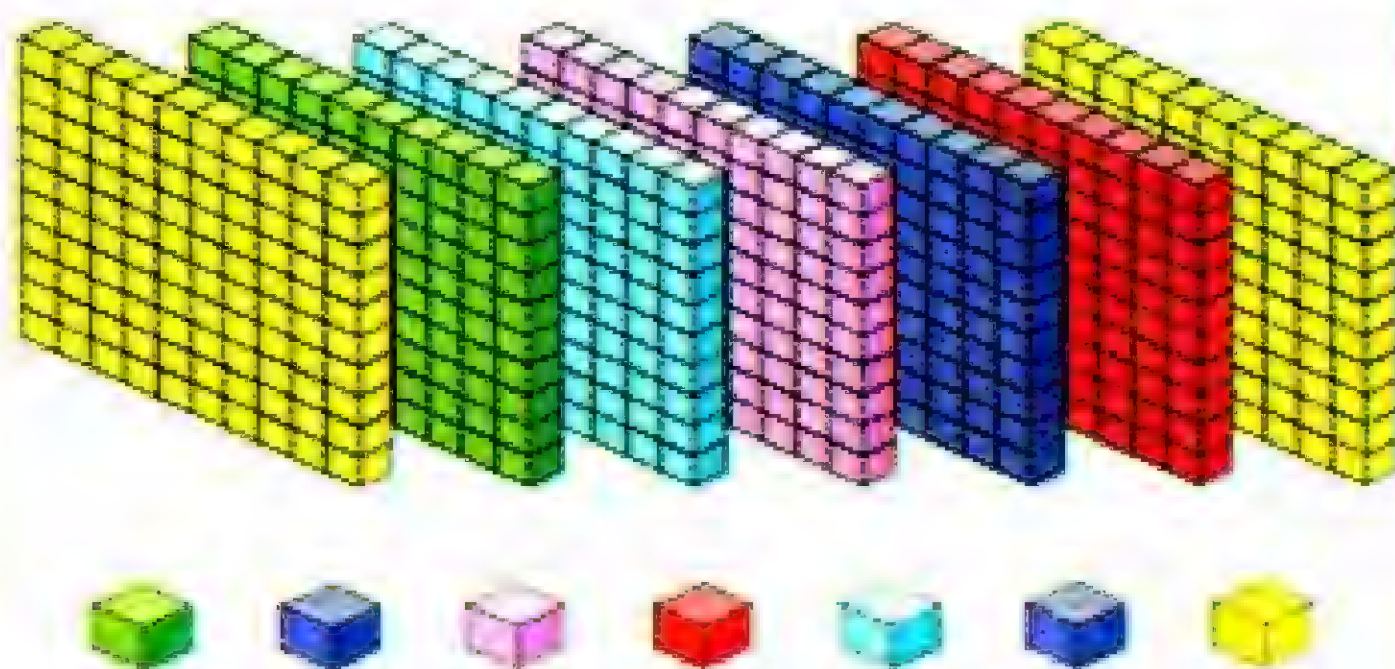
----hundreds, ---- tens and ---- units

---- + ---- + ----

Hundreds

Tens

Units

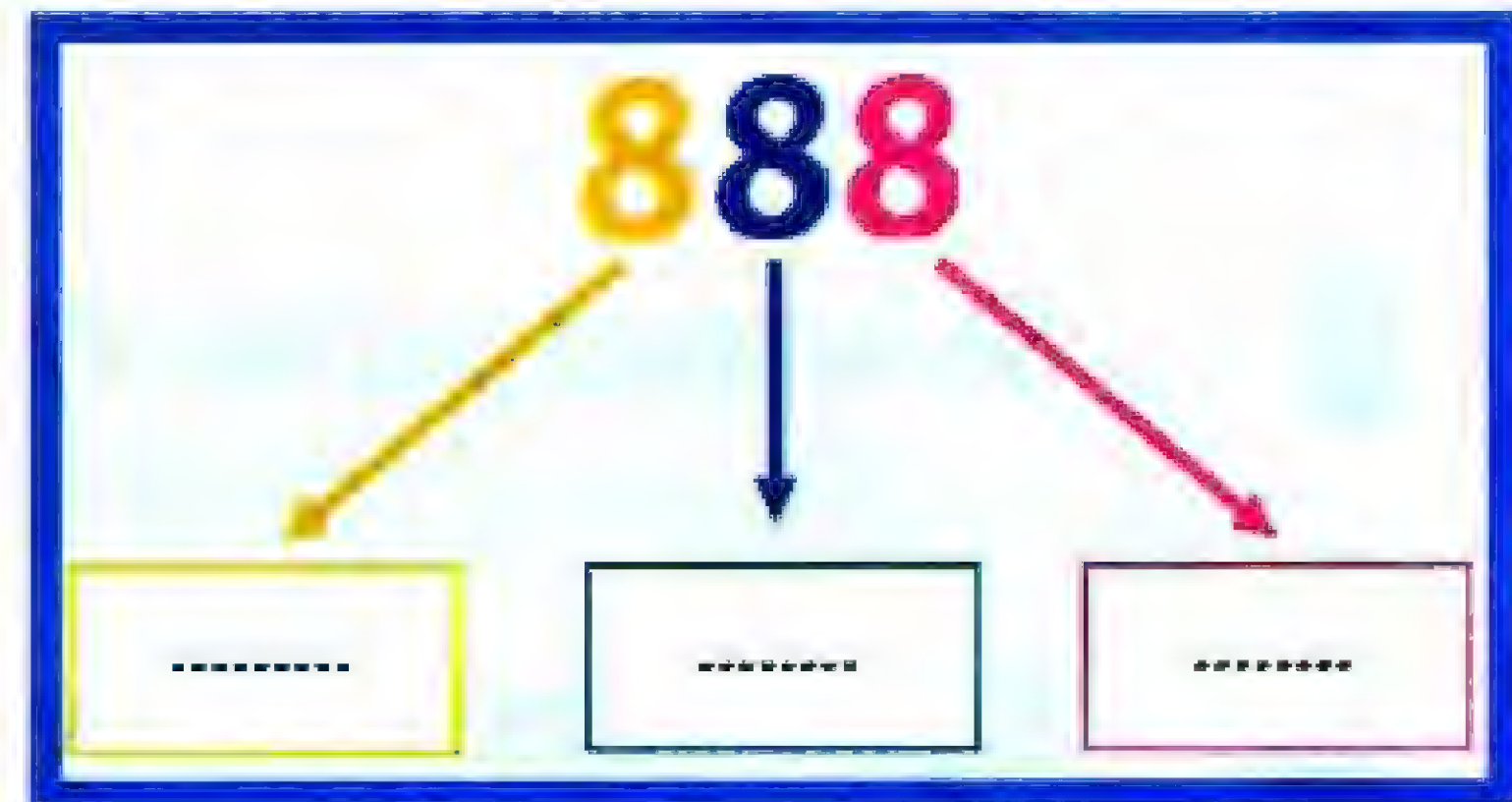
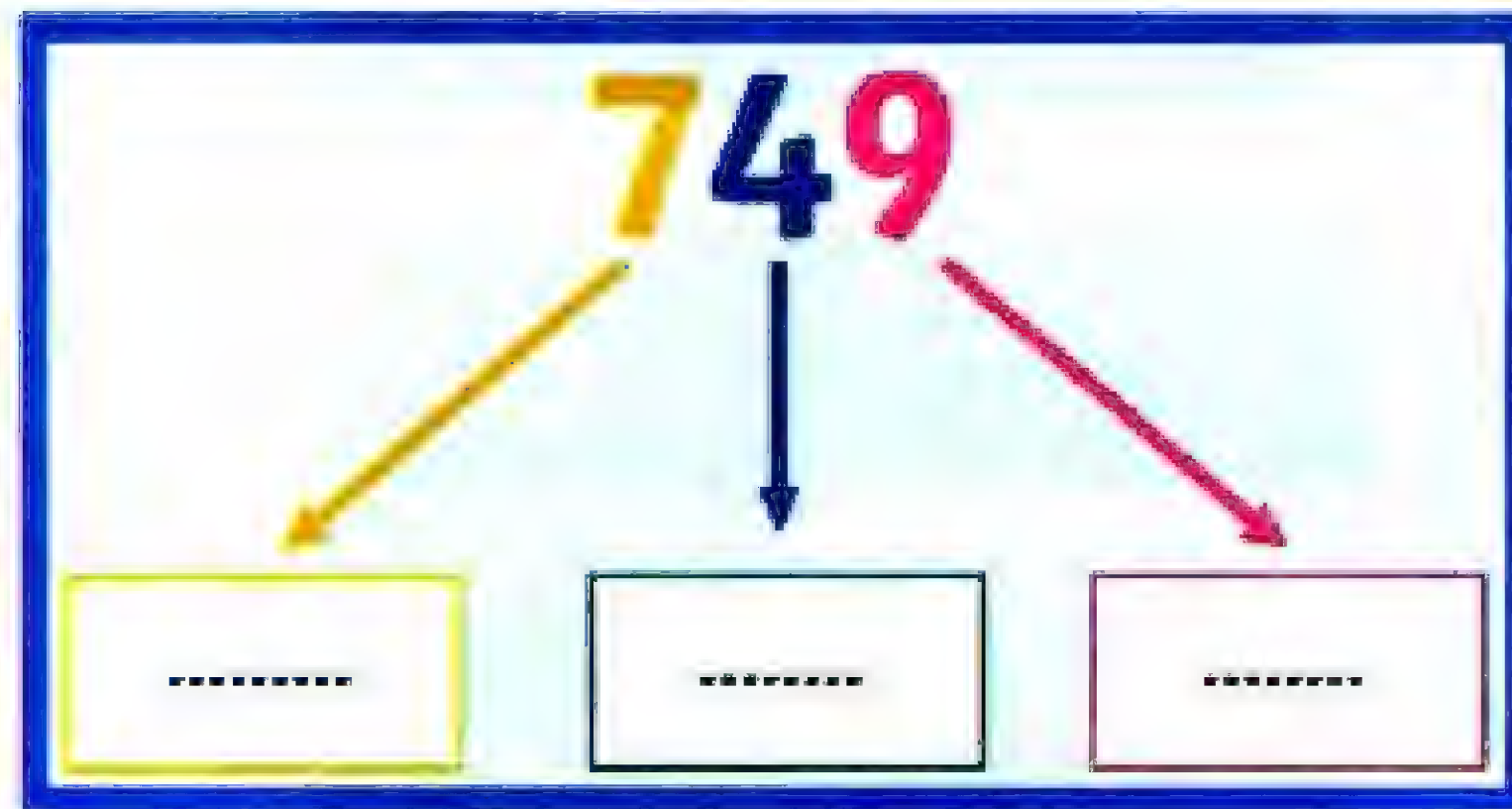
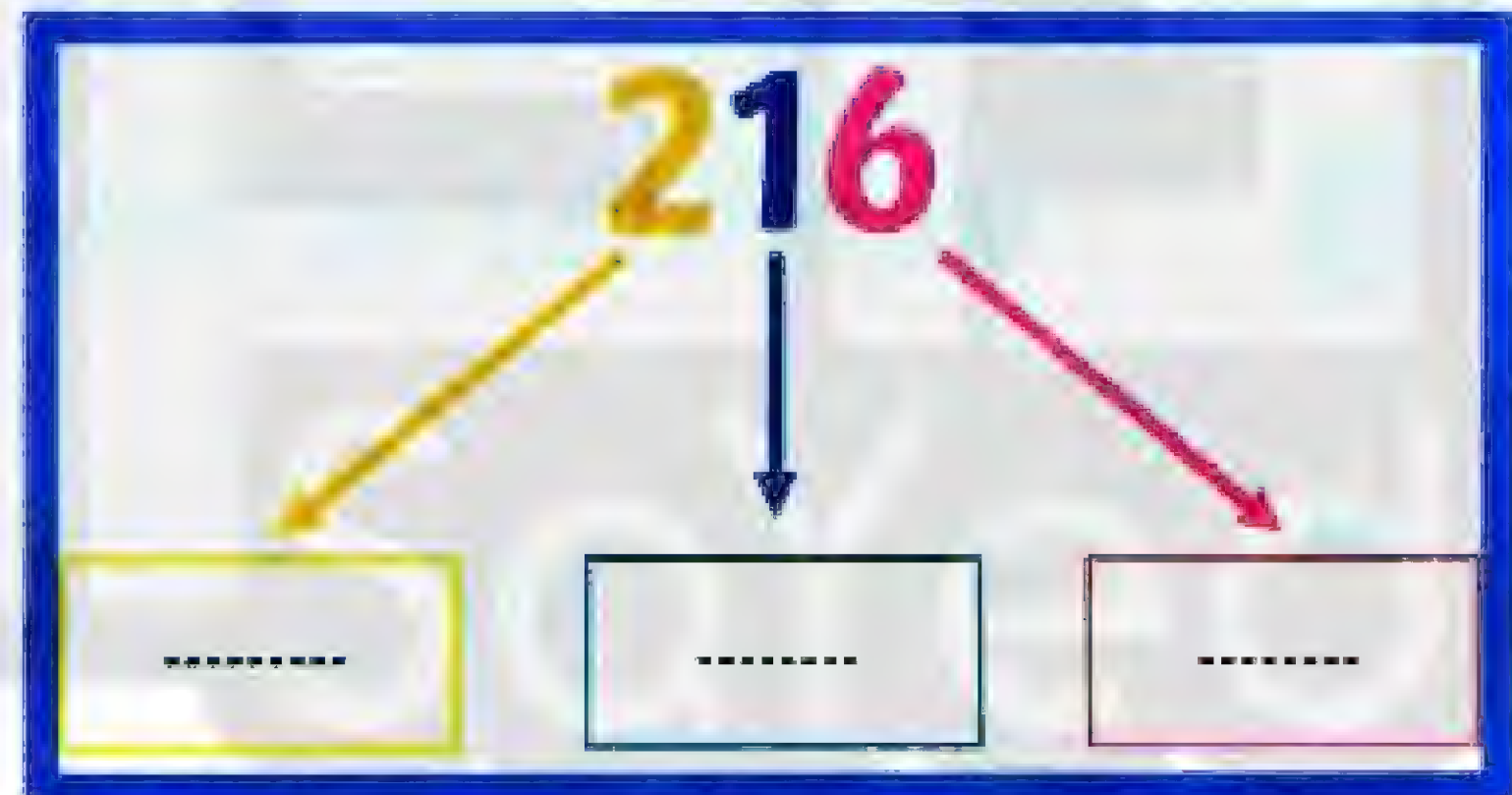
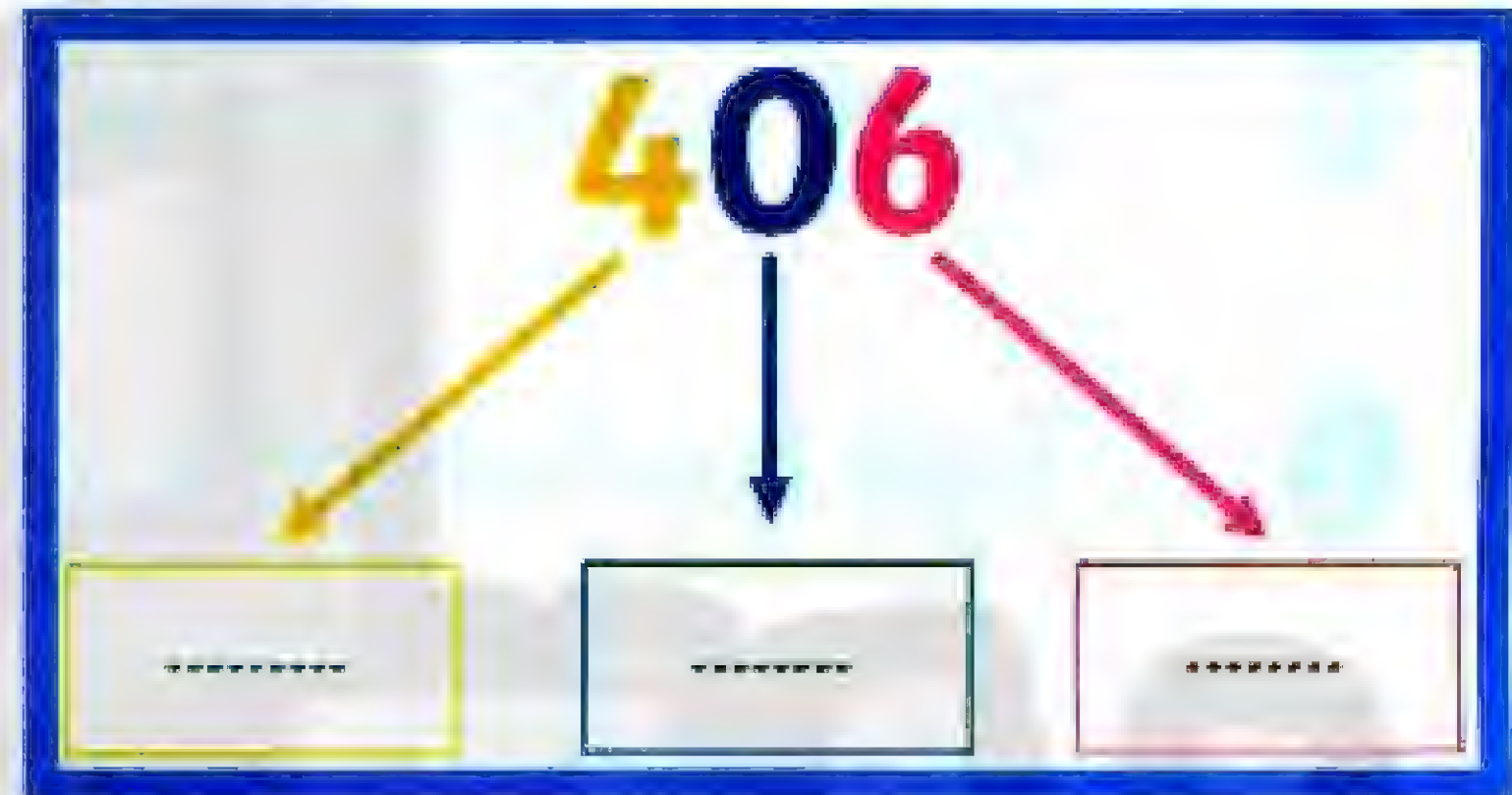
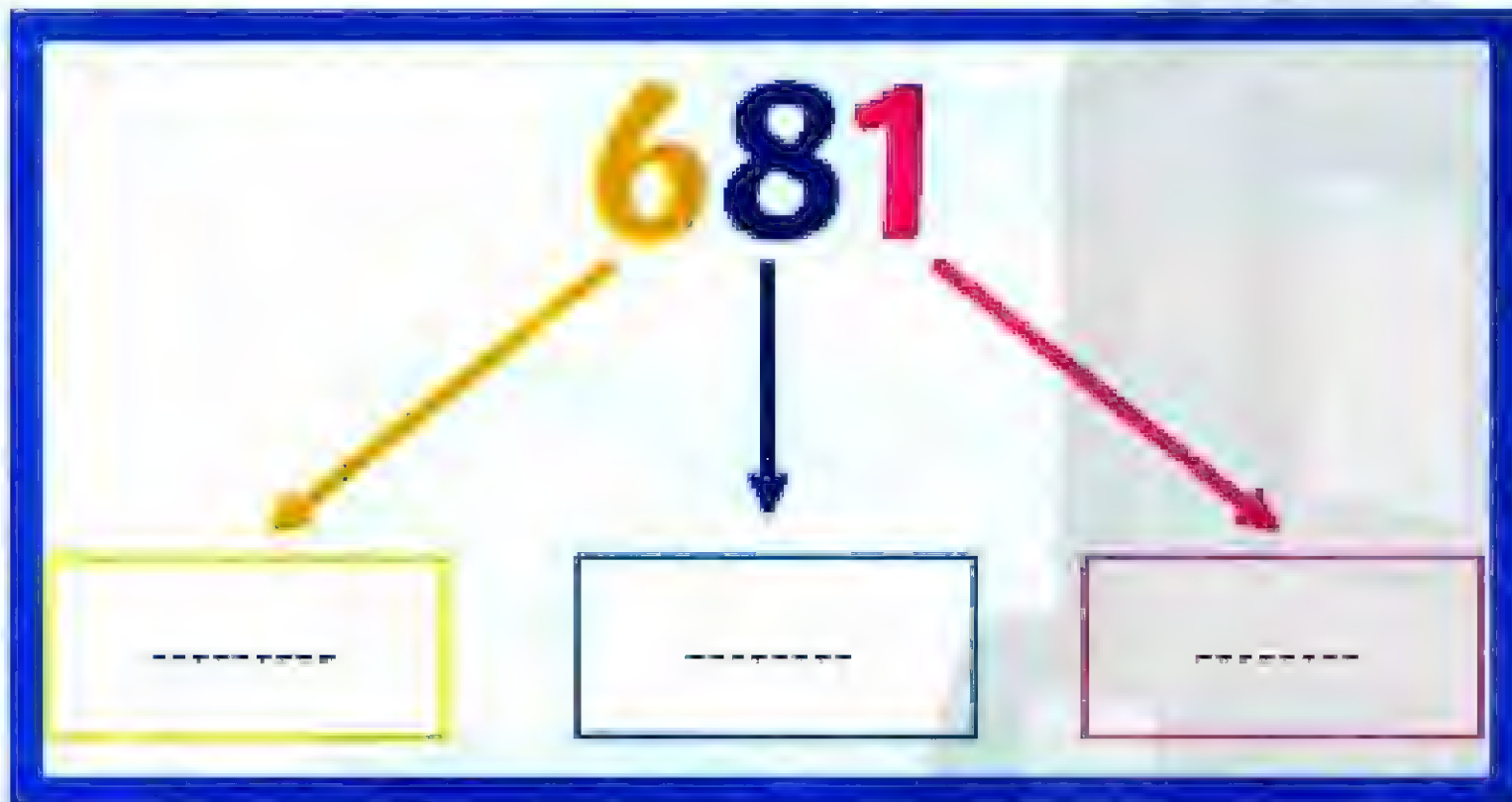
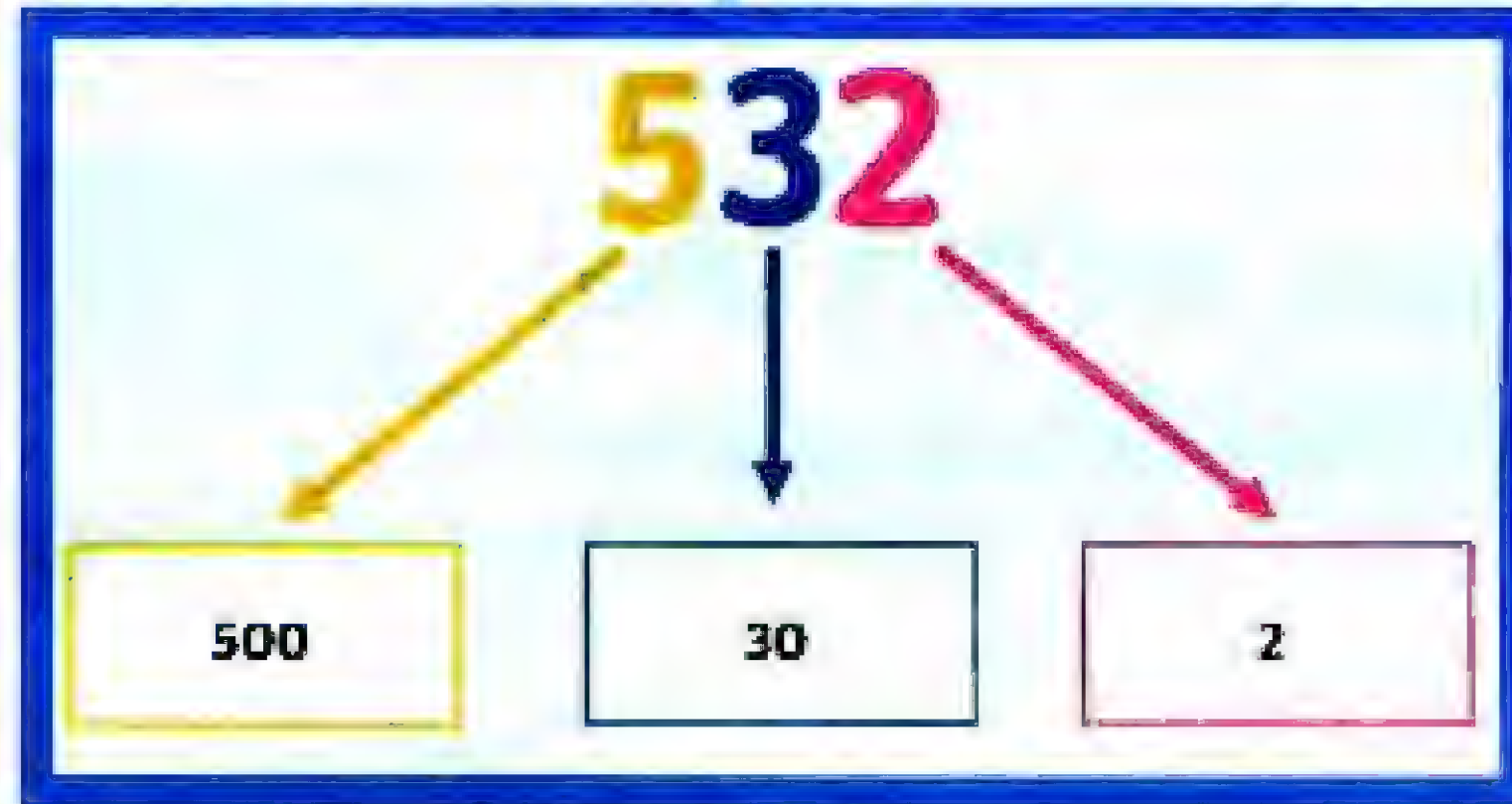


----hundreds, ---- tens and ---- units

---- + ---- + ----



Complete as in the example .





Write the following number in digits .

1 Four hundred and thirty seven

2 Six hundred and fifty three

3 Seven hundred and two

4 Eight hundred and ninety one

5 Three hundred and nineteen

6 Two hundred and twelve

7 Nine hundred and eighty five

8 One hundred and seventeen

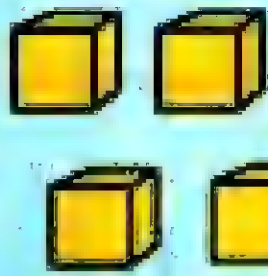
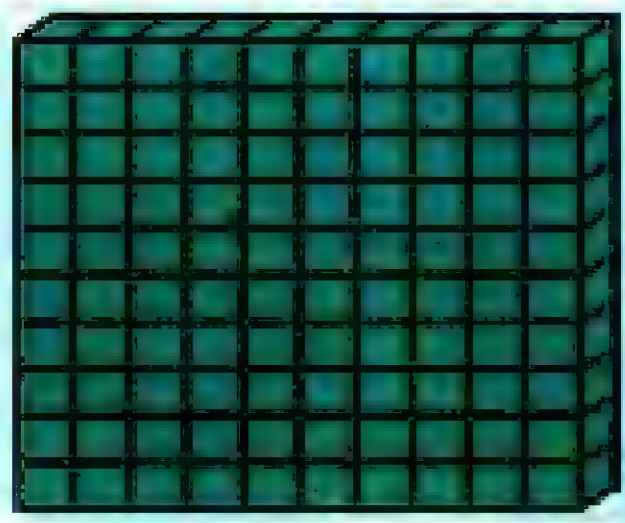
9 Six hundred and twenty two

10 Eight hundred and sixty nine



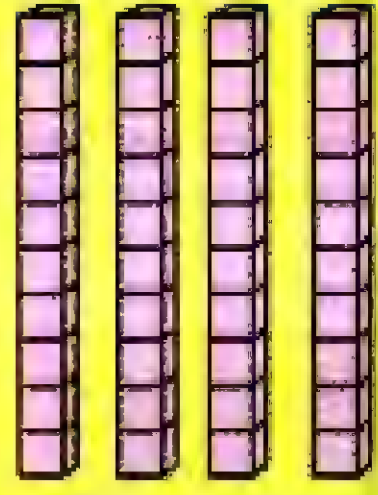
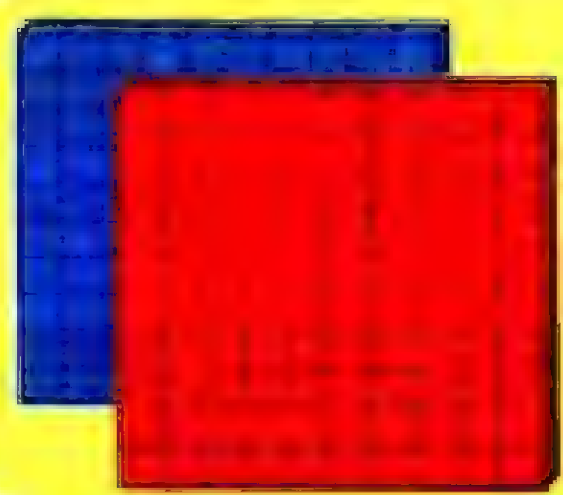


Write the number in digits and words .



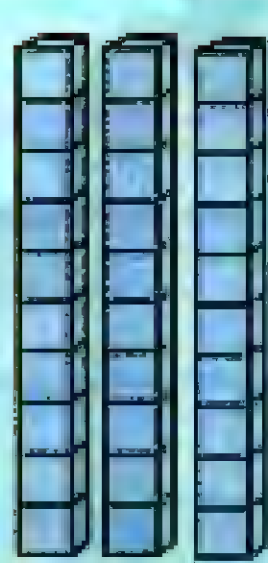
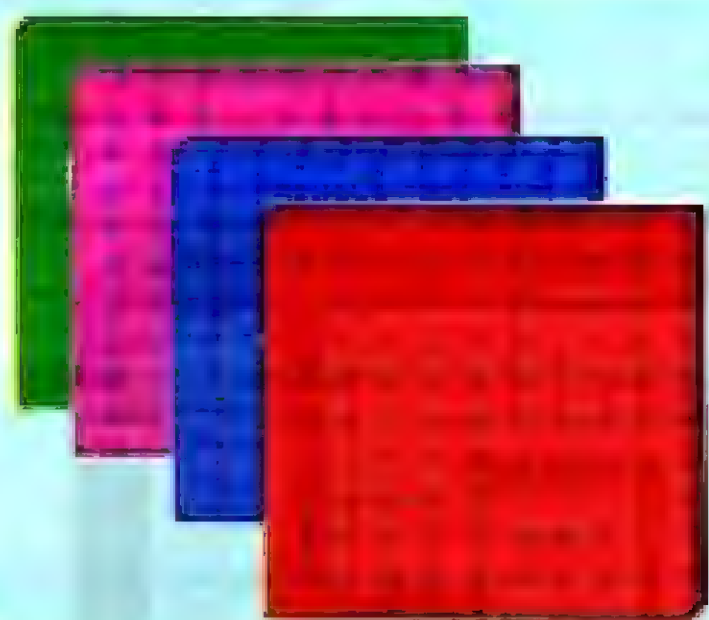
The number : -----

Number name : -----



The number : -----

Number name : -----



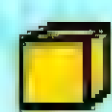
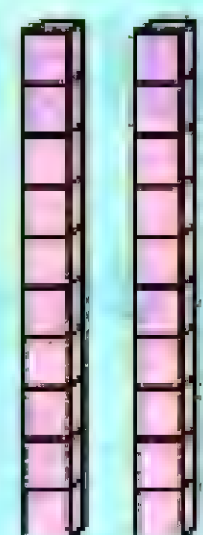
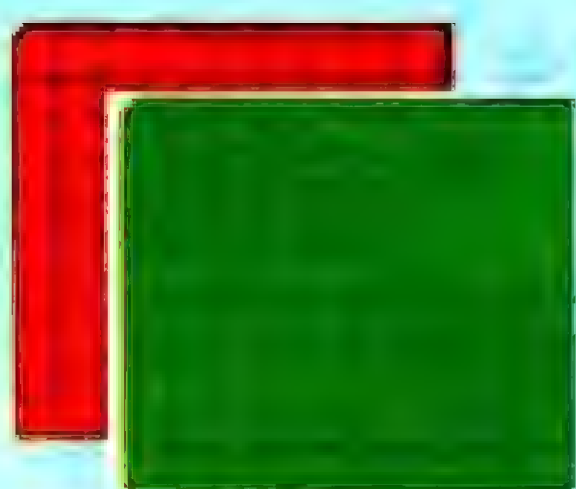
The number : -----

Number name : -----



The number : -----

Number name : -----



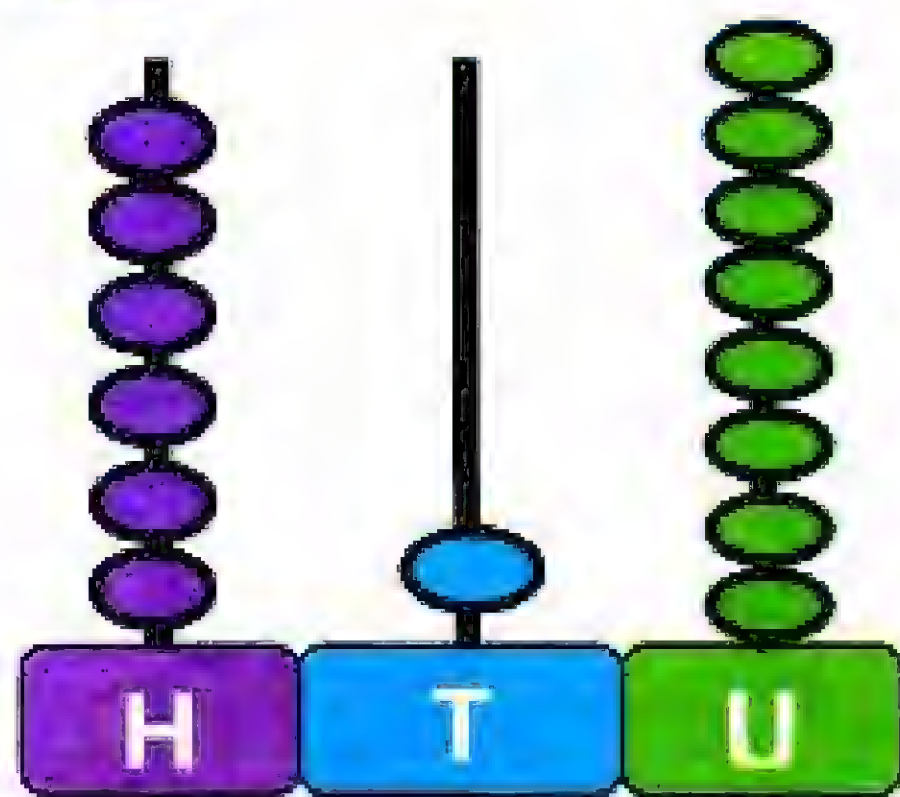
The number : -----

Number name : -----





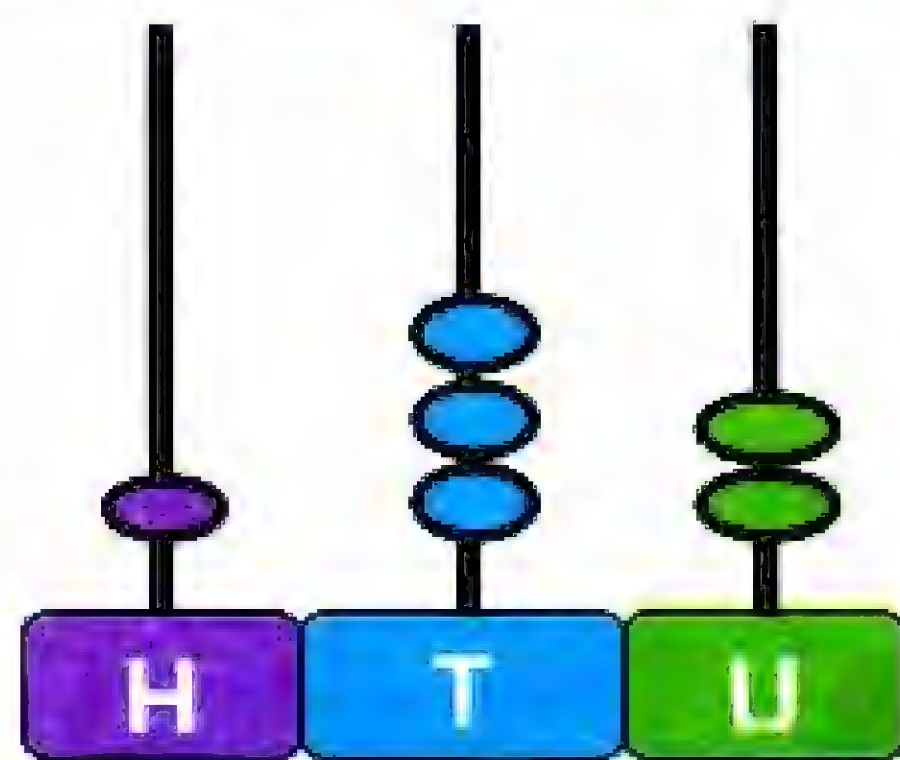
Complete as in the example .



H	T	U

In digits -----

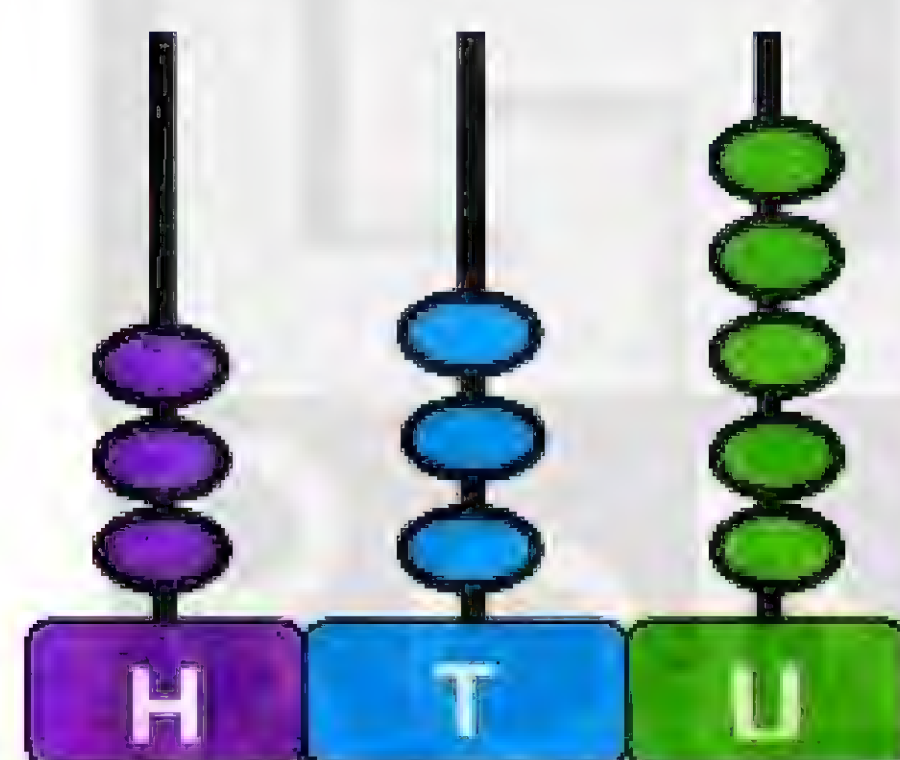
In words -----



H	T	U

In digits -----

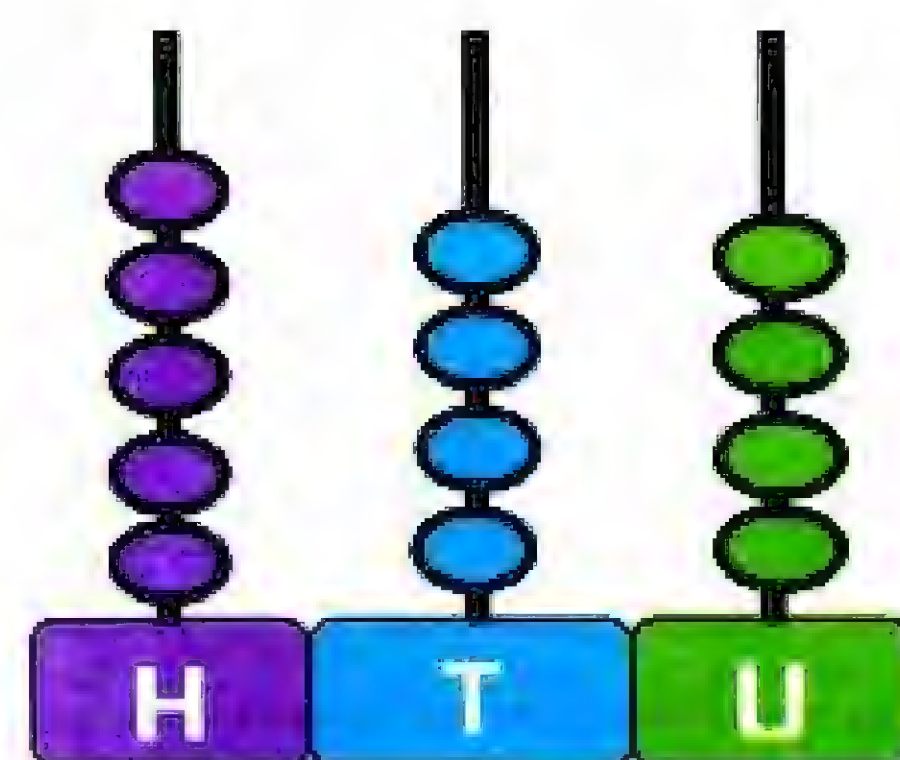
In words -----



H	T	U

In digits -----

In words -----



H	T	U

In digits -----

In words -----





Write the amount of money as in the example .



In digits ----- pounds

In words-----

H	T	U



In digits ----- pounds

In words-----

H	T	U



In digits ----- pounds

In words-----

H	T	U



In digits ----- pounds

In words-----

H	T	U





Write the following numbers in digits

356

.....

874

.....

509

.....

670

.....

87

.....

444

.....

804

.....

636

.....

999

.....





Write the following numbers in digits

Eight hundred twenty-nine =

Sixty-five =

Nine hundred seventy-six =

One hundred =

Six hundred fifty-five =

Seven hundred ninety-seven =

Three hundred ninety =

Nine hundred ninety-nine =

Two hundred two =





Answer the following .

- a) $984 =$ hundreds , tens , units
- b) $809 =$ hundreds , tens , units
- c) $520 =$ units , tens , hundreds
- d) $669 =$ hundreds , tens , units
- e) $909 =$ hundreds , tens , units
- f) $578 =$ units , tens , hundreds



Choose the correct answer .

- a) Six hundred sixty-seven = (676 , 667 , 766)
- b) One hundred seventy = (107 , 701 , 170)
- c) 5 hundred twenty-nine = (529 , 592 , 295)
- d) Eight hundred forty-five = (854 , 845 , 485)
- e) One hundred ten = (110 , 101 , 111)
- f) 4 hundred eighty-six = (468 , 648 , 486)





Choose the correct answer .

- a) the value of the digit 6 in the number 654 is
(60 , 6 , 600)
- b) the value of the digit 8 in the number 598 is
(8 , 80 , 800)
- c) the value of the digit 5 in the number 753 is
(500 , 50 , 5)
- d) the value of the digit 0 in the number 601 is
(10 , 100 , 0)
- e) the place value of the digit 9 in the number 694 is
(hundreds , tens , units)
- f) the value of the digit 2 in the number 802 is
(20 , 2 , 200)
- g) the place value of the digit 4 in the number 432 is
(tens , hundreds , units)
- h) the value of the digit 0 in the number 110 is
(0 , 10 , 100)
- i) the place value of the digit 1 in the number 217 is
(hundreds , tens , units)





Write the expanded form of each number .

a) $576 = 500 + 70 + 6$

b) $470 = \text{----} + \text{----} + \text{----}$

c) $628 = \text{----} + \text{----} + \text{----}$

d) $909 = \text{----} + \text{----} + \text{----}$

e) $770 = \text{----} + \text{----} + \text{----}$

f) $865 = \text{----} + \text{----} + \text{----}$



Write the standard form of each number .

a) $300 + 20 + 9 = \text{----}$

b) $500 + 60 + 0 = \text{----}$

c) $900 + 90 + 1 = \text{----}$

d) $800 + 80 + 8 = \text{----}$

e) $300 + 200 + 3 = \text{----}$

f) $3 + 2 + 1 = \text{----}$

g) $100 + 10 + 2 = \text{----}$

تابع جديد ذاكرولي على
فيسبوك
تويتر
واتس اب
تليجرام





Learning About Numbers: Expanded Form

with Julia

Let's learn about numbers and how to write them in expanded form. A number can be made up of many smaller numbers. For example:

$$100 + 10 + 2 = 112 \quad \text{OR} \quad 112 = 100 + 10 + 2$$



Write the number from each expanded form:

1) $100 + 20 + 5 =$ _____

6) $100 + 40 + 7 =$ _____

2) $200 + 10 + 3 =$ _____

7) $200 + 20 + 6 =$ _____

3) $300 + 40 + 2 =$ _____

8) $300 + 70 + 5 =$ _____

4) $400 + 30 + 1 =$ _____

9) $400 + 50 + 2 =$ _____

5) $500 + 50 + 4 =$ _____

10) $500 + 70 + 9 =$ _____



Write the expanded form of each number:

1) $192 =$ _____ + _____ + _____

6) $136 =$ _____ + _____ + _____

2) $265 =$ _____ + _____ + _____

7) $249 =$ _____ + _____ + _____

3) $347 =$ _____ + _____ + _____

8) $319 =$ _____ + _____ + _____

4) $442 =$ _____ + _____ + _____

9) $483 =$ _____ + _____ + _____

5) $564 =$ _____ + _____ + _____

10) $512 =$ _____ + _____ + _____





Practice Test: Place value

Let's practice place value together! Read each problem below and choose the right answer.



$$200 + 80 + 3$$

☐ 238
☐ 233
☐ 283

$$400 + 60 + 2$$

☐ 426
☐ 462
☐ 466

$$600 + 20 + 8$$

☐ 682
☐ 628
☐ 622

9 hundreds, 5 tens, and 3 ones

☐ 935 ☐ 593 ☐ 953

$$300 + 90 + 1$$

☐ 391
☐ 319
☐ 311

4 hundreds, 2 tens, and 8 ones

☐ 824 ☐ 428 ☐ 482

$$500 + 60 + 3$$

☐ 563
☐ 536
☐ 533

$$697$$

☐ 600 + 70 + 9
☐ 600 + 90 + 7
☐ 700 + 70 + 9

$$200 + 40 + 5$$

☐ 254
☐ 255
☐ 245

$$436$$

☐ 300 + 60 + 4
☐ 400 + 60 + 3
☐ 400 + 30 + 6





Complete the following table .

Number	+1	+10	+100
432	433	442	532
827			
411			
698			
550			
852			

لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق التليجرام



Complete the following table .

Number	-1	-10	-100
594	593	583	494
368			
259			
431			



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Comparing and Ordering 3-digit numbers



A word to the parents

By the end of this lesson your child will be able to :

- Compare two numbers formed from 3-digits.
- Arrange a group of 3-digit number ascendingly and descendingly .
- Determine the greatest and the smallest numbers which can be formed from 3 given digits

Compare between 123 and 41

First Example1 :Compare between 123 and 41

Number **123** consists of 3-digits **while** number **41** consists of 2-digits.



So , **123** has more digits than **41**

Therefore **123** is greater than **41** , $123 > 41$

Second Example2 :Compare between 373 and 378

Number **373** consists of 3-digits **while** number **378** consists of 3-digits.



So , **373** has the same number of digits as **378**

First

If they are the same

Second

If they are the same

Third

Compare the hundreds

then Compare tens

then Compare units

$$373 < 378$$





Ascending and Descending order

Ascending

bigger number



Descending



Smaller number

Smaller number

Ascending Order

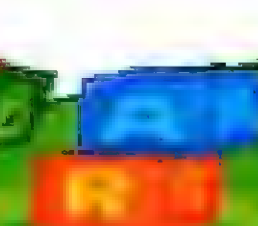
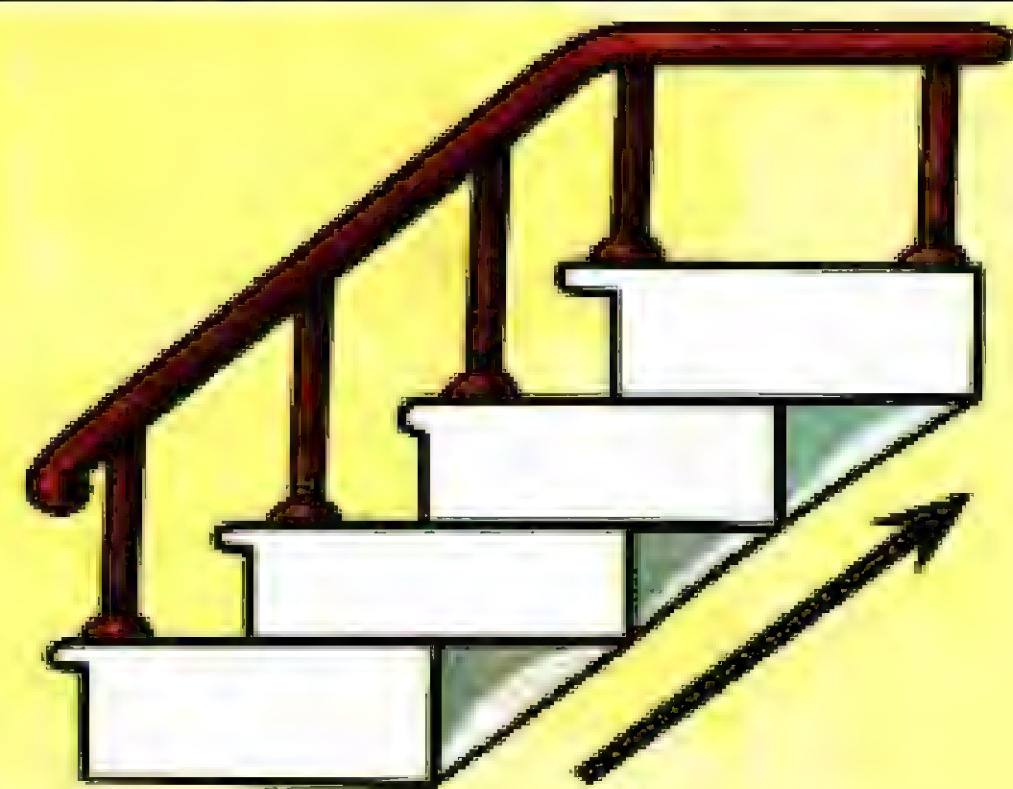
Descending Order



Climb up the stairs by writing the numbers after arranging it ascendingly .

801 - 818 - 188 - 198

519 - 309 - 512 - 390



121



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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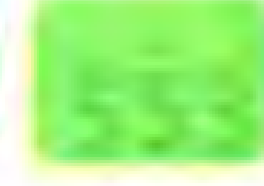
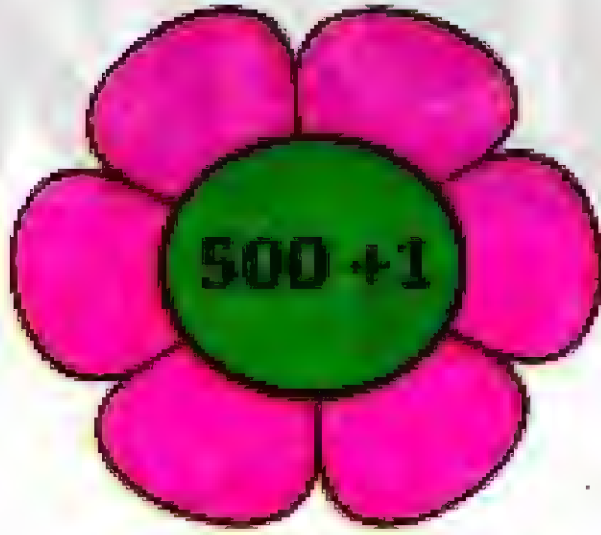
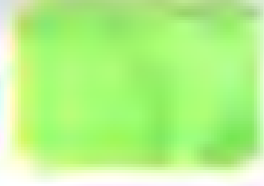
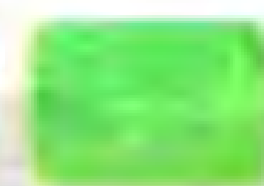
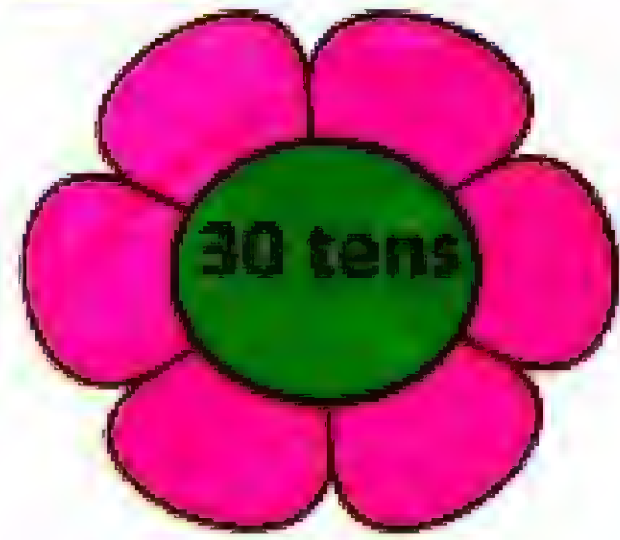
كتاب سند باد

موقع ذا كروولي التعليمي

الصف الثاني الابتدائي

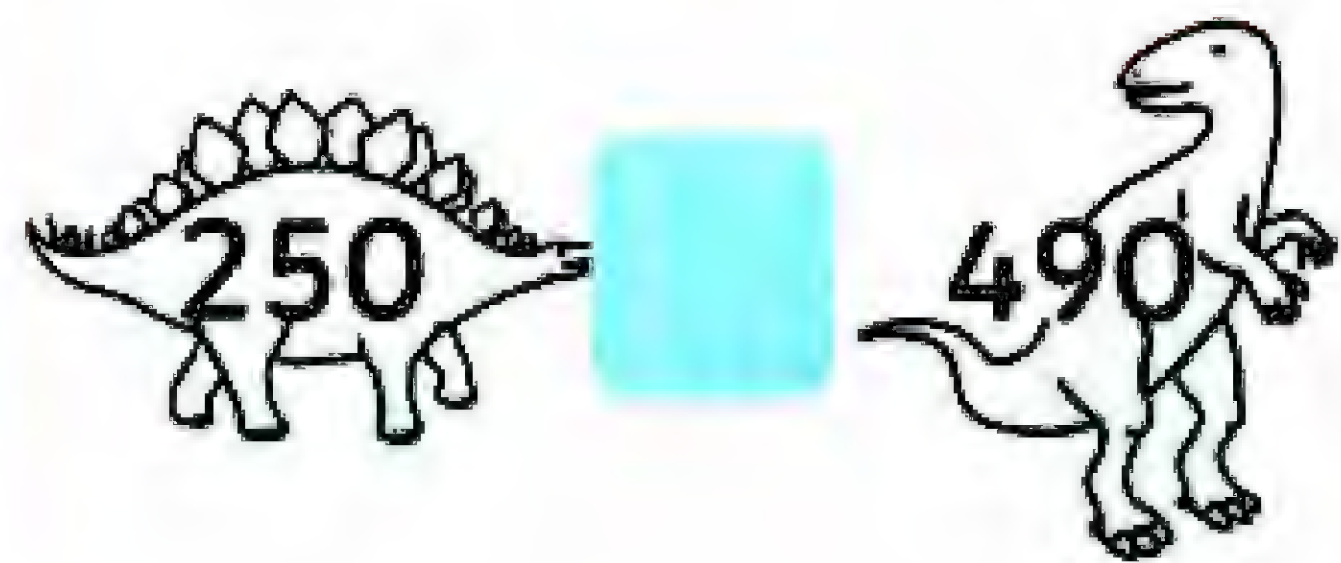
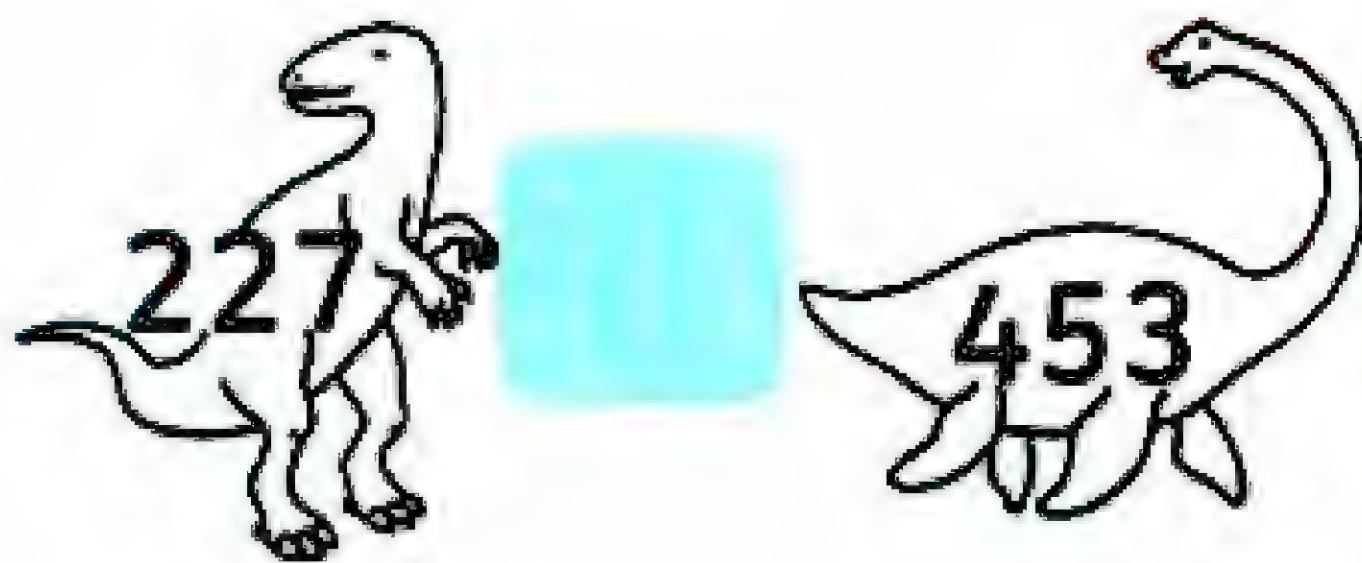
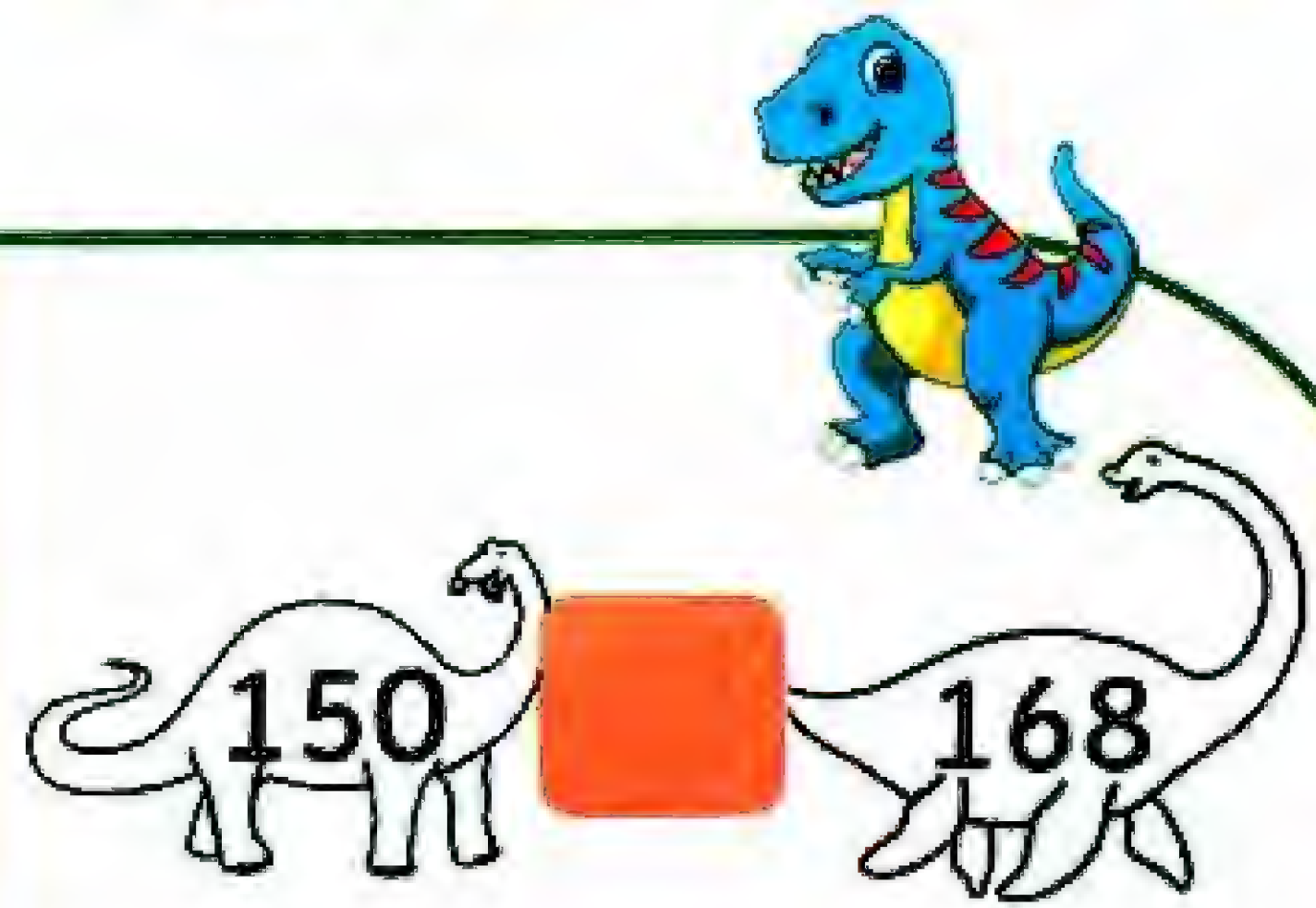
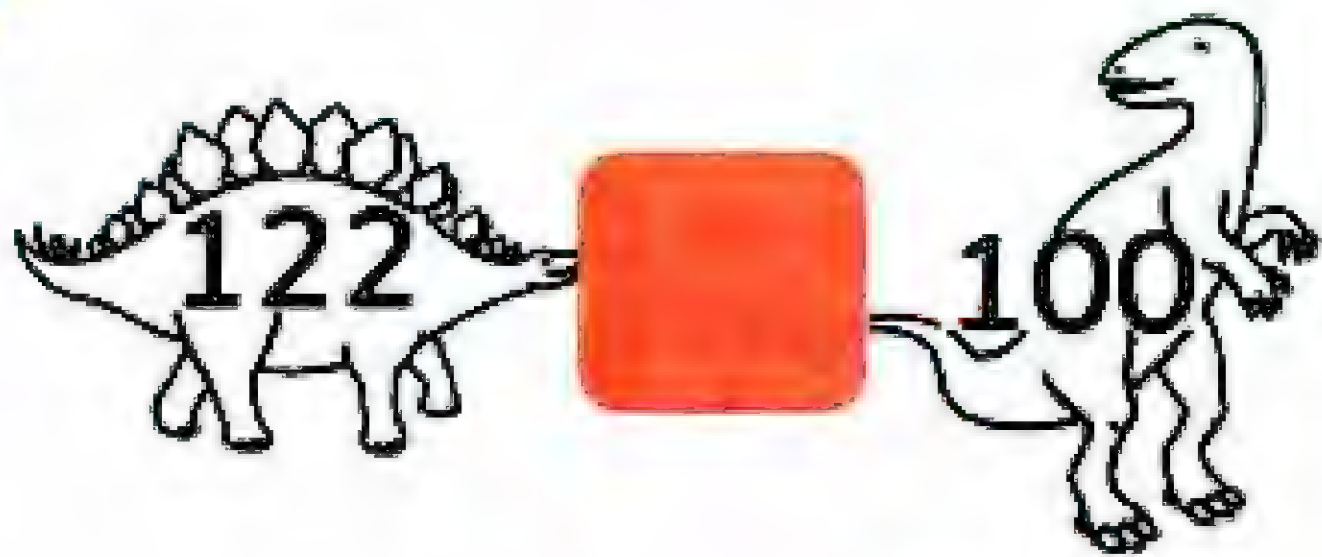


Put < or > or =

Put $<$, $>$ or $=$.



Put $<$, $>$ or $=$.





500~1000



> Greater Than

Less Than

or

Equal To

=



Write in the symbol that makes the problem true.

>, < or =

1. 294 <input type="text"/> 533	2. 760 <input type="text"/> 670	3. 199 <input type="text"/> 200
4. 429 <input type="text"/> 409	5. 847 <input type="text"/> 847	6. 128 <input type="text"/> 356
7. 563 <input type="text"/> 737	8. 1000 <input type="text"/> 100	9. 909 <input type="text"/> 606
10. 465 <input type="text"/> 466	11. 984 <input type="text"/> 934	12. 374 <input type="text"/> 843
13. 776 <input type="text"/> 776	14. 627 <input type="text"/> 510	15. 553 <input type="text"/> 553





Compare between each of the following and put the correct sign

- a) 5 hundred , 5 units 50 tens + 10 ten
- b) 7 hundred seventy five 7 hundred , 5 tens
- c) 853 $800 + 20 + 3$
- d) $800 + 80 + 8$ six hundred fifty eight
- e) $900 + 9$ $900 + 90 + 9$



Put the suitable sign ($<$, $>$ or $=$) .

768 367

893 345

626 226

790 709

777 707

534 543

990 900

120 210

736 719

889 898

220 202

341 387



126



Circle the smallest number in each of the following .

130

111

113

311

54

544

545

454

448

484

148

48

796

769

697

976



Circle the greatest number in each of the following .

556

655

665

65

91

901

109

910

823

328

832

283

310

31

311

301



127



Jungle Adventure



Time to begin your journey to the mysterious golden temple.



Arrange the number in an ascending order .

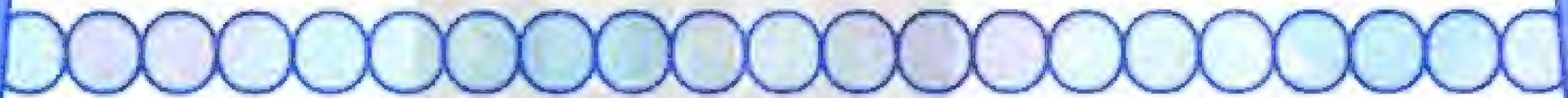
215

234

226

235

230





Arrange the number in a descending order .

205

232

224

203

217





Write the missing number below .

277

—

279

—

281



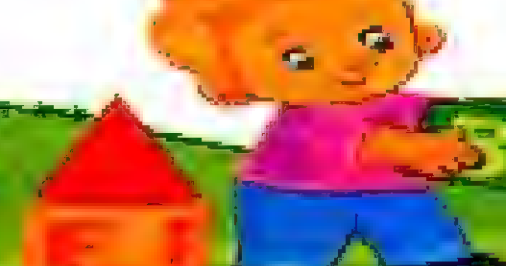
128



\times

5

\div



4





Jungle Adventure

Time to begin your journey to the mysterious golden temple.



Arrange the number in an ascending order .

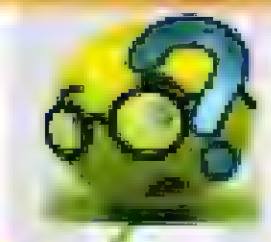
260

244

217

225

268



Arrange the number in a descending order .

224

218

234

245

232





Write the missing number
below .

239

—

241

—

243

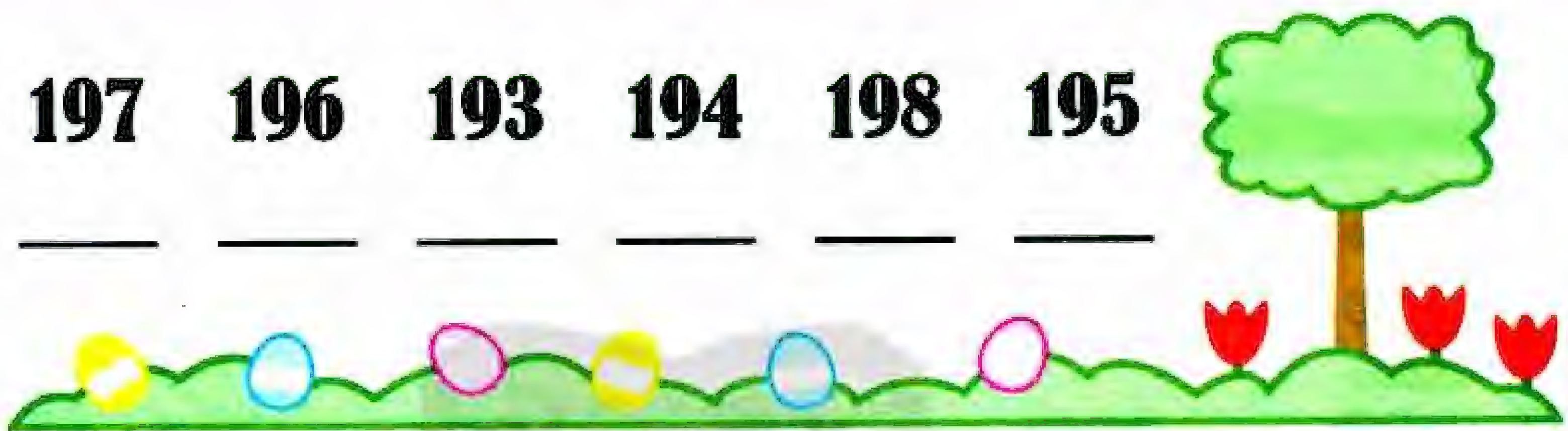


129



Arrange the number in an ascending order .

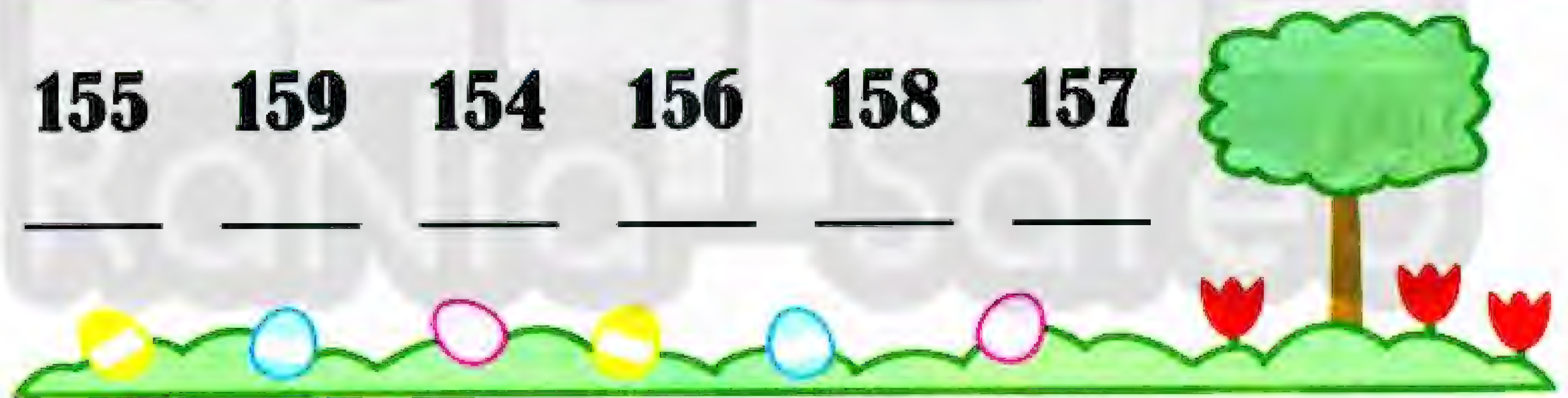
197 196 193 194 198 195



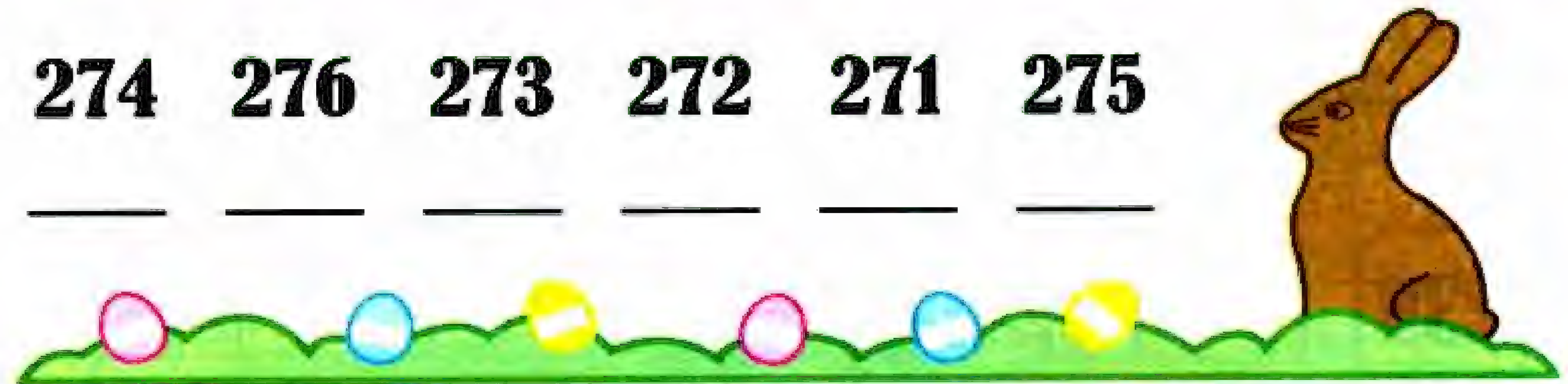
223 221 224 219 220 222



155 159 154 156 158 157



274 276 273 272 271 275





Jungle Adventure



Time to begin your journey to the mysterious golden temple.



Arrange the number in an ascending order .

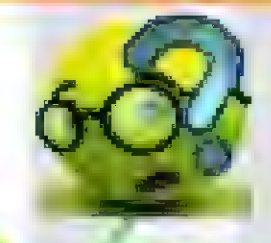
139

120

118

105

131



Arrange the number in a descending order .

114

152

140

127

115



Write the missing number below .

144

—

146

—

148



4



5

3

131

131

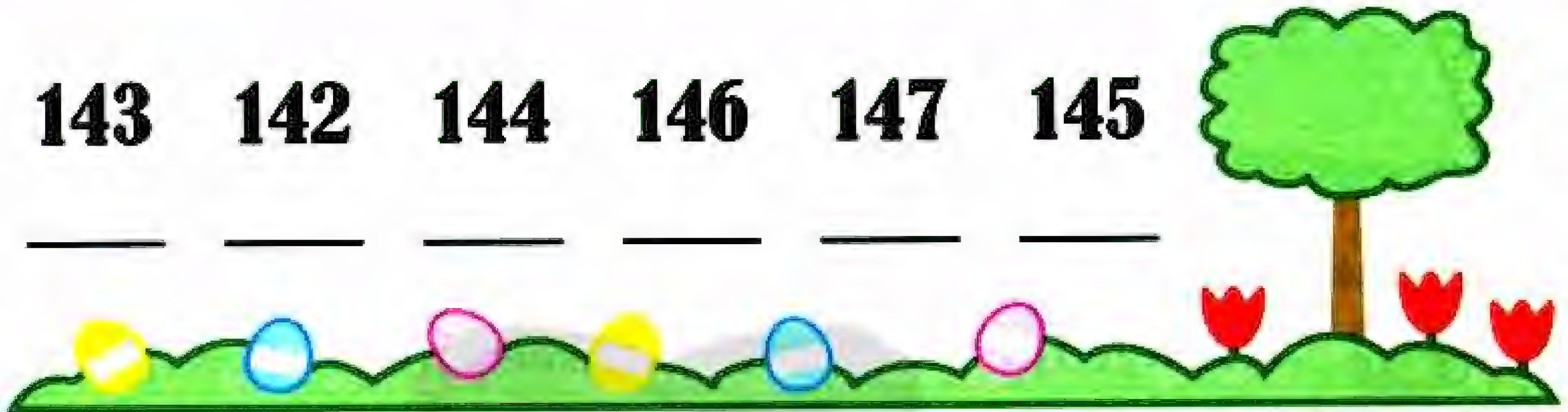


هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Arrange the number in a descending order .

143 142 144 146 147 145



214 218 213 215 217 216

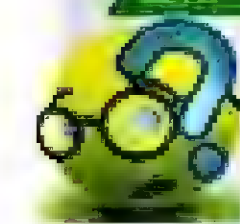


Figure out the pattern in the next set below and then complete the missing number .

_____ 121 _____ 125 _____ 129



246 _____ 256 _____ 266 _____



132



3

×

5

÷

4

4

4

4

4

4

4

4

4



Form the largest and the smallest 3-digit numbers using the given digits .

Example

Digits	Smallest 3-digit number	Largest 3-digit number
6 , 3 , 8	368	863
9 , 8 , 5		
7 , 9 , 1		
0 , 5 , 3		
1 , 8 , 6		
9 , 1 , 0		
3 , 8 , 2		
6 , 9 , 2		



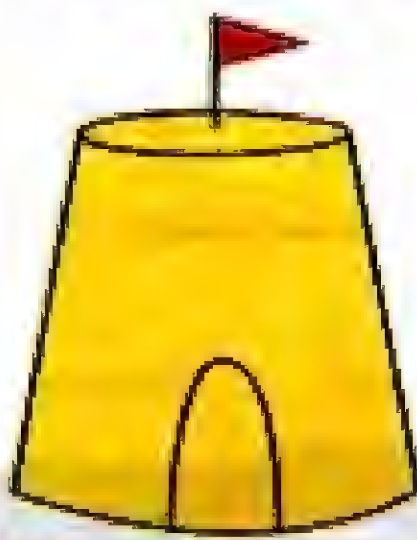
تابع جديد ذاكرولي على موقعنا
<https://www.zakrooly.com>



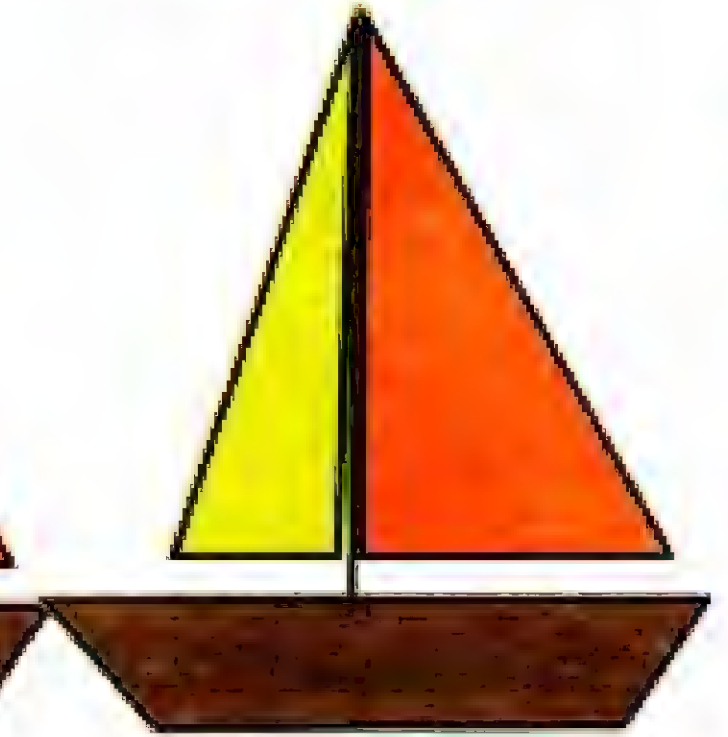
هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
 للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



Write the number just before each of the following .



Write the number just After each of the following .



134



3

5

4

2

1

0

9

8

7

6

5

4



هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



Complete in the same pattern.

808	809	-----	-----	-----
900	700	-----	-----	-----
234	245	256	-----	-----
808	708	-----	-----	-----
215	220	225	-----	-----
900	700	-----	-----	-----
224	244	264	-----	-----
678	668	-----	-----	-----
800	600	-----	-----	-----





Addition and Subtraction

Chapter 4
Lessons from
31-40



A word to the parents

By the end of this lesson the student should be able to

- Add and subtract two 3-digit number with and without renaming .
- Understand story problems and connect it with addition and subtraction.

Now , lets remember together how to decompose (break down)any number .

Example 1

So if you want to decompose the following number (19) it will be decomposed into $10 + 9$.



So, if you wanted to add $13 + 4$

First , use the Mental Math strategy to decompose number 13 into (10,3)



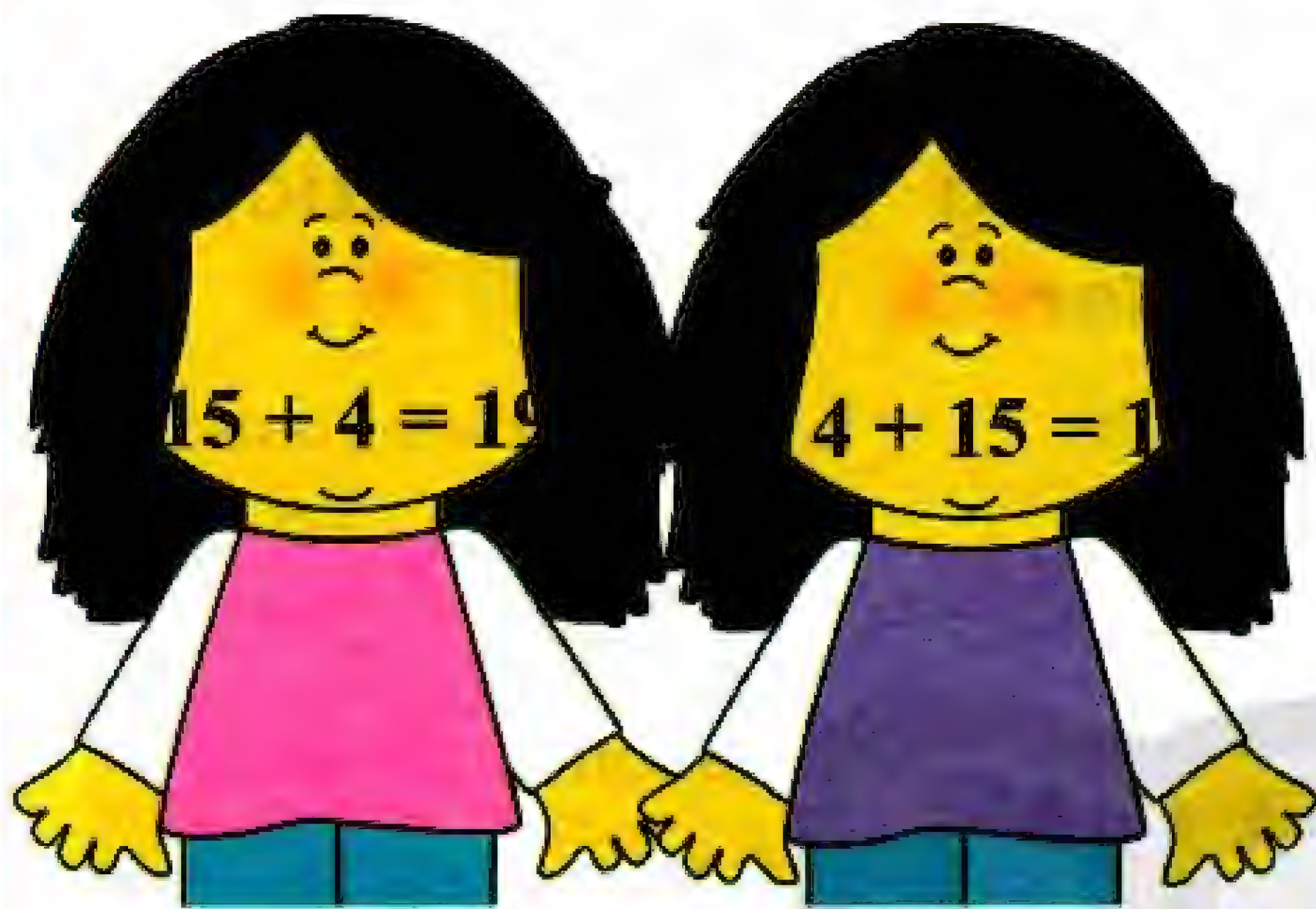
Second , start adding units together

$$10 + 3 + 4$$

I know that $3 + 4 = 7$ then ,

$$\text{Add } 10 + 7 = 17$$





Example 2

$$24 + 5$$

First , decompose 24 →



Rewrite it again $20 + 4 + 5$

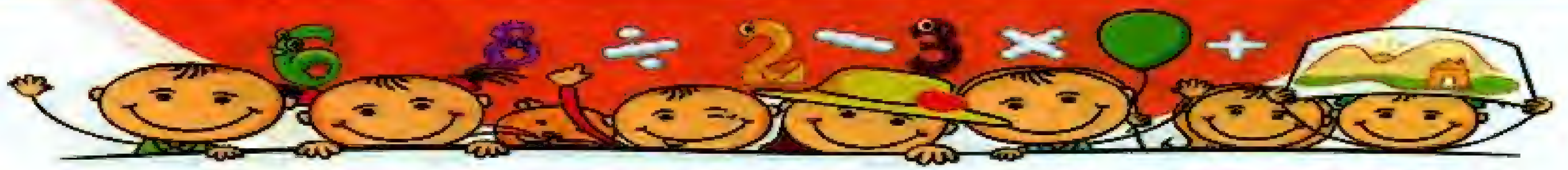
Second , add the units together.

$$4 + 5 = 9$$

$$20 + 9 = 29$$

اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الأطفال للصف الثالث الاعدادي





Find the result .

Number	Changing order	Explanation
$15 + 4$	$4 + 15$	First decompose : $15 = 10 + 5$ $15 + 5 + 4$ Second add units $5 + 4 = 9$ Then add what is left . $10 + 9 = 19$
.....	$13 + 6$	First decompose : Second add units Then add what is left
$12 + 7$	First decompose : Second add units Then add what is left .





$$8 + 15$$

First decompose :

Second add units

Then add what is left .

$$31 + 7$$

First decompose :

Second add units

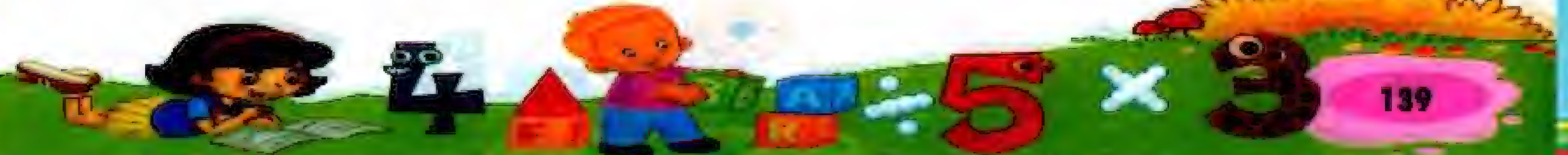
Then add what is left .

$$52 + 6$$

First decompose :

Second add units

Then add what is left .





Fast Ten! 10 10 10

Add these numbers together. First, find the numbers that make ten, then add the rest. See the example below.

$$8 + 4 + 6 = 8 + \underbrace{4 + 6}_{10} = 8 + 10 = 18$$

$$7 + 4 + 3 =$$

$$5 + 9 + 5 =$$

$$3 + 8 + 2 =$$

$$9 + 9 + 1 =$$

$$5 + 9 + 2 + 5 =$$

$$6 + 8 + 1 + 4 =$$

$$4 + 8 + 6 + 2 =$$

$$7 + 1 + 3 + 9 =$$

$$8 + 9 + 2 + 1 + 5 =$$

$$6 + 5 + 7 + 4 + 3 =$$



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للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



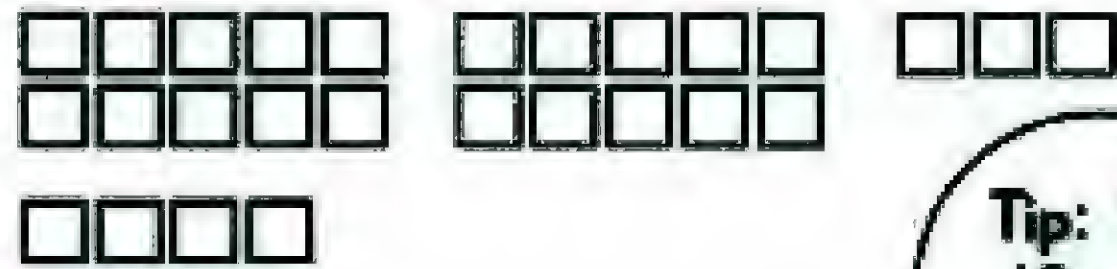
Count and Add Blocks

Directions: Count the blocks, and then write how many there are.

Example:

$$\begin{array}{r} 23 \\ + 4 \\ \hline \end{array}$$

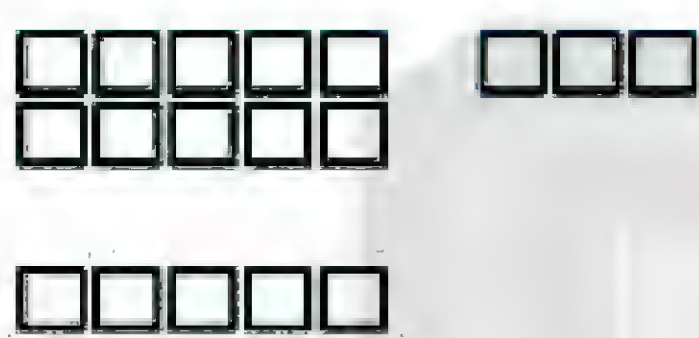
27 in all



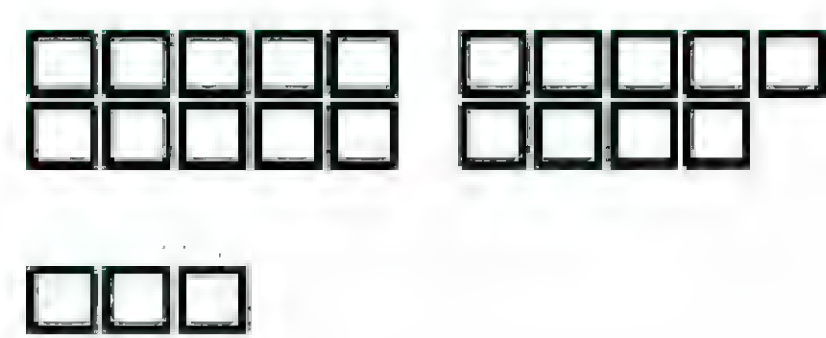
Tip: Write the number 10 above each group of 10 blocks.



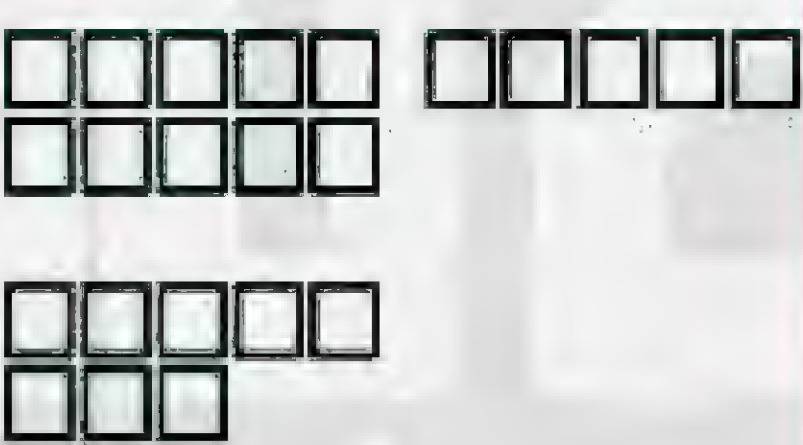
$$\begin{array}{r} 13 \\ + 5 \\ \hline \end{array}$$



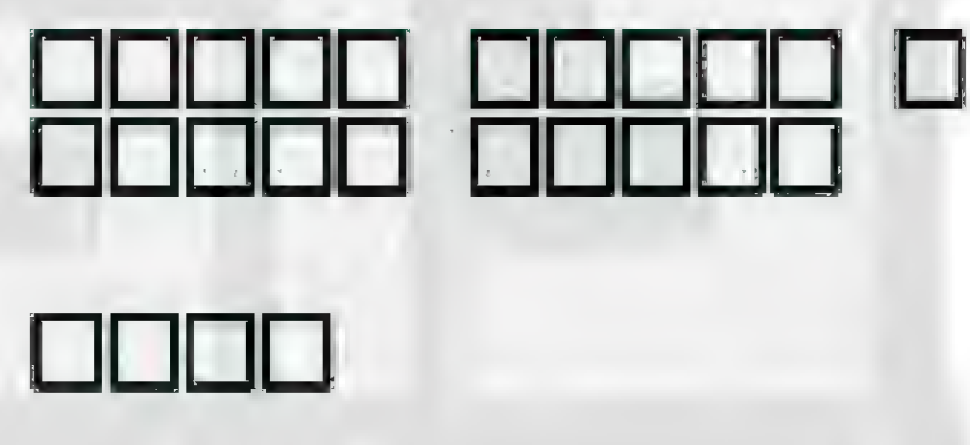
$$\begin{array}{r} 19 \\ + 3 \\ \hline \end{array}$$



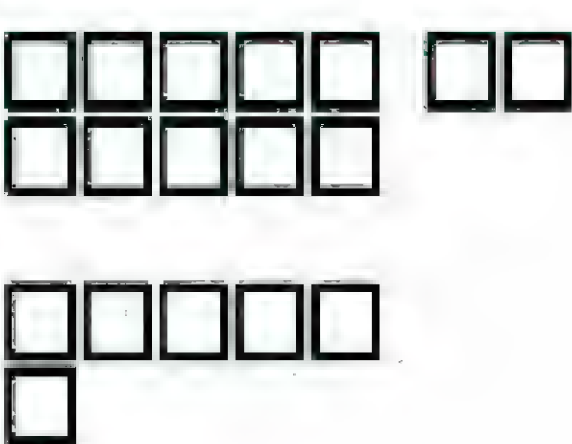
$$\begin{array}{r} 15 \\ + 8 \\ \hline \end{array}$$



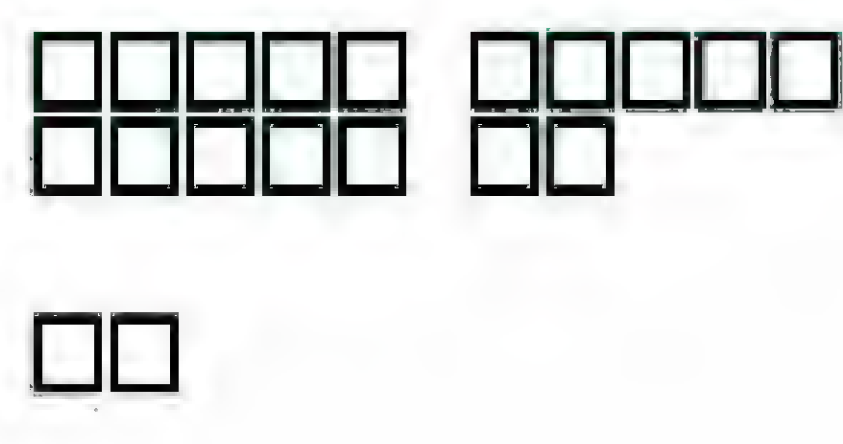
$$\begin{array}{r} 21 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 12 \\ + 6 \\ \hline \end{array}$$



$$\begin{array}{r} 17 \\ + 2 \\ \hline \end{array}$$





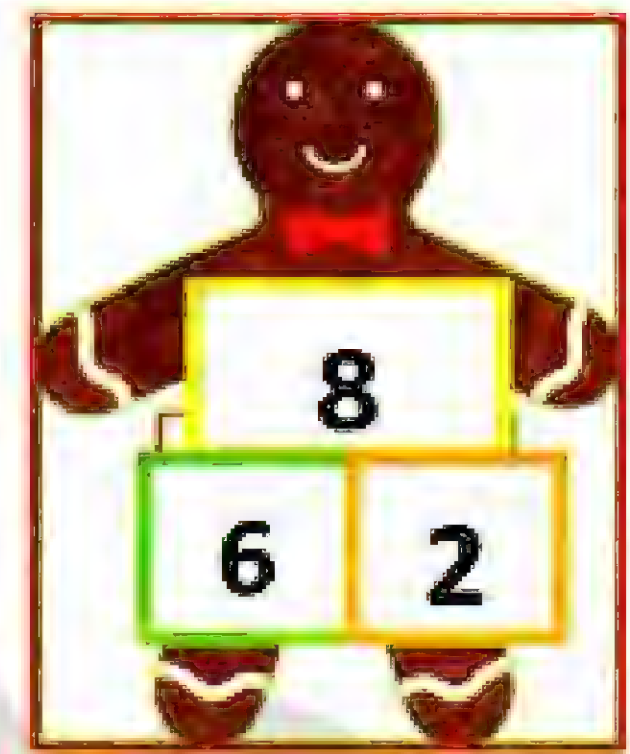
Do you know that in subtraction order is very important .

so when you subtract start with the bigger number .
First ,decompose the smaller number in a way that can be subtracted from the bigger number to give you ten or one of it's multiples (multiples are 10 , 20 , 30 , 40) as a result .

Example 1

$$16 - 8$$

First , start by decomposing
the smaller number (8) in to "6 , 2 "
then , rewrite it again after decomposing .



$$16 - 6 - 8$$

Subtract $16 - 6$ to get 10 or one of it's multiples

$$\text{So } 16 - 6 = 10$$

Finally , subtract what is left

$$10 - 8 = 2$$

Example 2

$$25 - 9$$

First , start by decomposing
Decompose the smaller number (9) in to "5 , 4 "
then , rewrite it again after decomposing .

$$25 - 5 - 4$$

Subtract $25 - 5$ to get 20 or one of it's multiples

$$\text{So } 25 - 5 = 20$$

Finally , subtract what is left

$$20 - 4 = 16$$





Find the result .

Number	Explanation
	First , start by decomposing
15 - 7	
13 - 8	
18 - 9	
23 - 7	
14 - 6	
19 - 3	
35 - 7	





Find the result .

$35 + 20 = \text{-----}$

$43 + 6 = \text{-----}$

$56 + 30 = \text{-----}$

$67 + 10 = \text{-----}$

$62 + 5 = \text{-----}$

$84 + 3 = \text{-----}$

$30 + 60 = \text{-----}$

$33 + 5 = \text{-----}$

$14 + 6 = \text{-----}$

$28 + 40 = \text{-----}$

$92 + 6 = \text{-----}$

$22 + 7 = \text{-----}$

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$31 + 30 = \text{-----}$

$71 + 5 = \text{-----}$

$32 + 6 = \text{-----}$





Find the result .

$35 - 12 = \text{-----}$

$26 - 8 = \text{-----}$

$65 - 30 = \text{-----}$

$99 - 21 = \text{-----}$

$84 - 9 = \text{-----}$

$52 - 13 = \text{-----}$

$60 - 20 = \text{-----}$

$33 - 6 = \text{-----}$

$12 - 8 = \text{-----}$

$37 - 8 = \text{-----}$

$21 - 4 = \text{-----}$

$33 - 7 = \text{-----}$

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$31 - 10 = \text{-----}$

$81 - 5 = \text{-----}$

$23 - 6 = \text{-----}$





Decomposing 2-digit number



A word to the parents

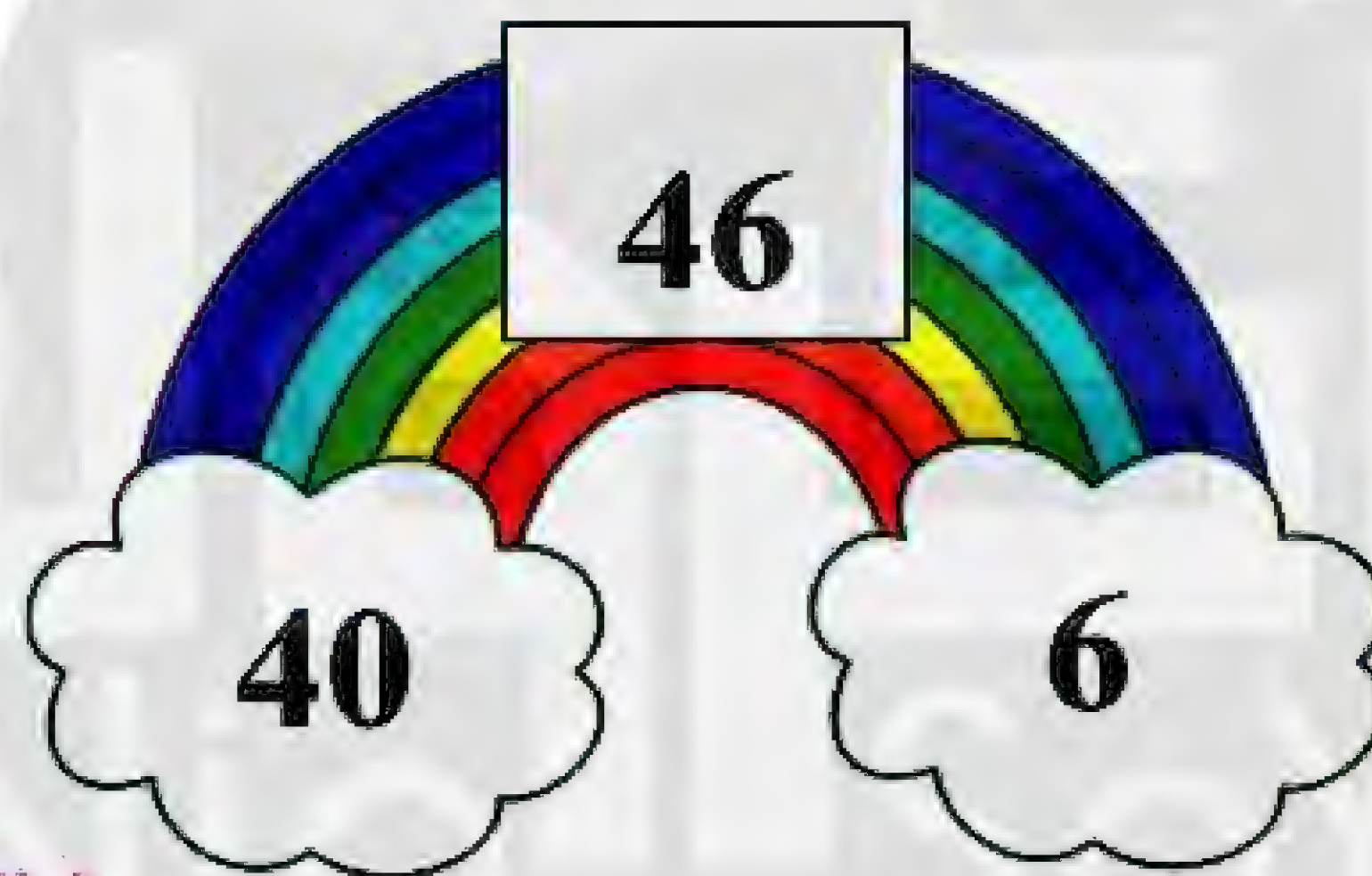
By the end of this lesson your child will be able to decompose any 2 or 3 -digit number in two ways .

Example

Decompose 46

When you decompose(break down) a number divide it into tens and units

First way :



Second way :

By using sticks as tens and dots as units

Tens	units
<div style="display: flex; align-items: center;"> 4 </div>	<div style="display: flex; align-items: center;"> 6 </div>



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Decompose each number using the two ways .



Tens	units
<input type="text"/>	<input type="text"/>



Tens	units
<input type="text"/>	<input type="text"/>



Tens	units
<input type="text"/>	<input type="text"/>

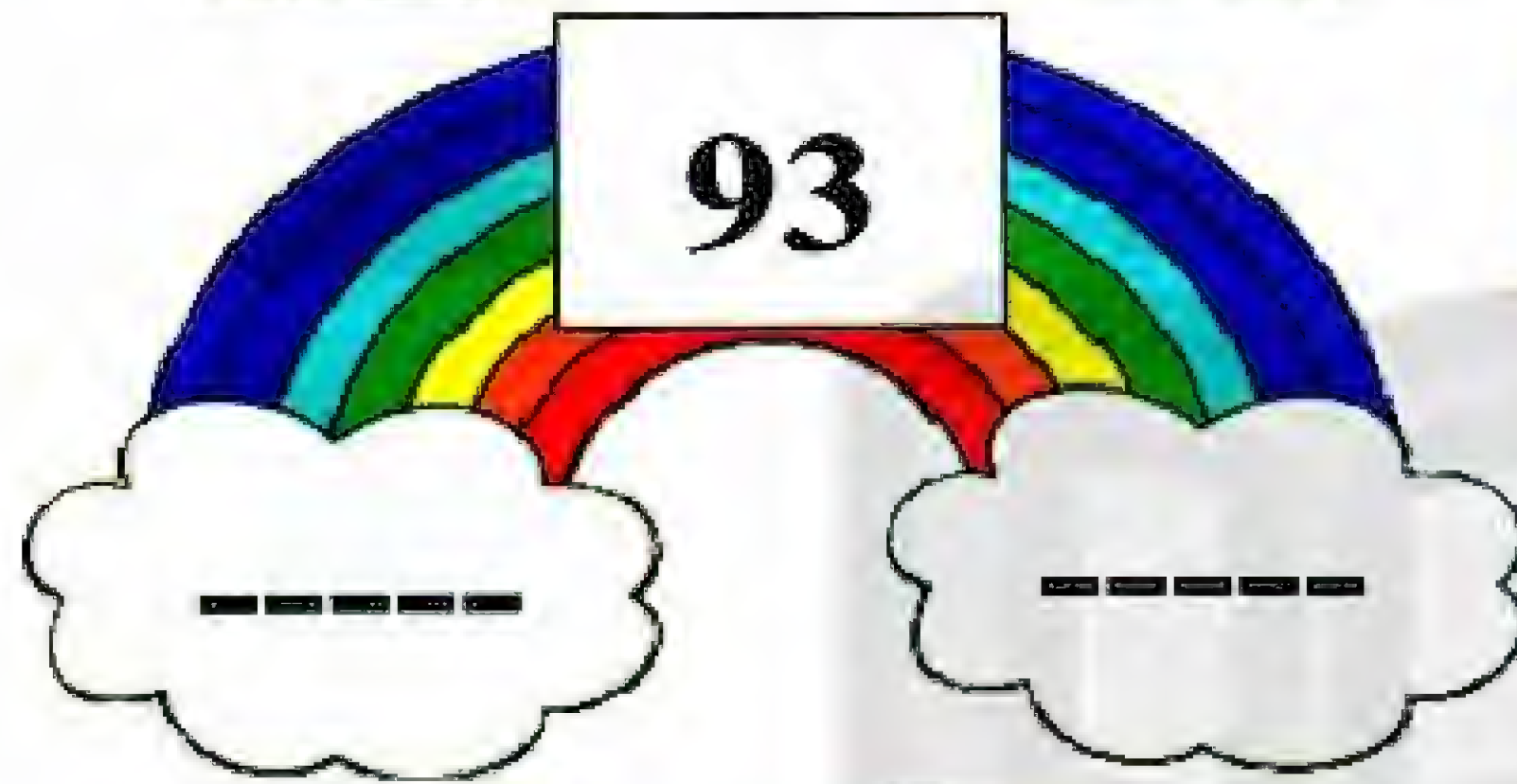


Tens	units
<input type="text"/>	<input type="text"/>





Tens	units
<input type="text"/>	<input type="text"/>



Tens	units
<input type="text"/>	<input type="text"/>



Tens	units
<input type="text"/>	<input type="text"/>



Tens	units
<input type="text"/>	<input type="text"/>



Tens	units
<input type="text"/>	<input type="text"/>





Adding and subtracting without renaming using the two ways of decomposing a number .



A word to the parents

By the end of this lesson your child will be able to add and subtract using the two ways of decomposing a number .

Example

$$23 + 35 = \text{-----}$$

First :

Decompose each number into tens and units as we learned from the previous lesson.



Second :

$$23 + 35 = \text{-----}$$

Add the units together and Write it and then add the tens together





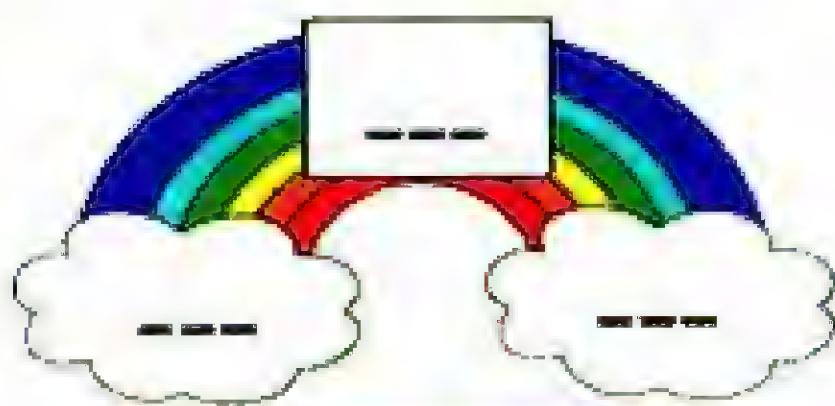
Find the result using the two ways .

42

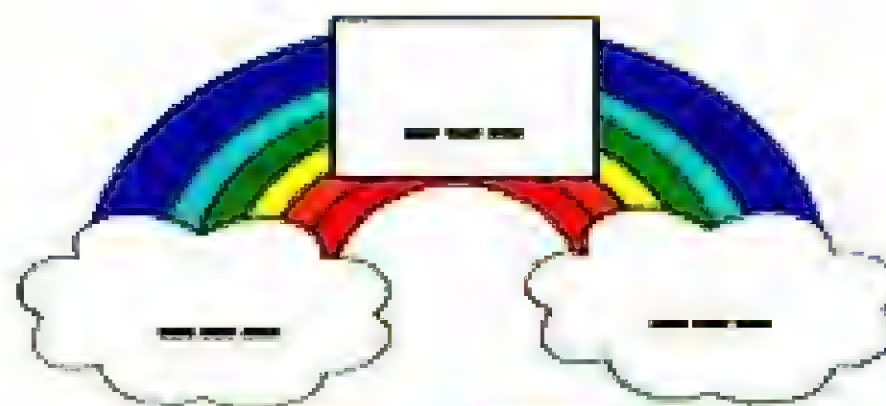
+

46

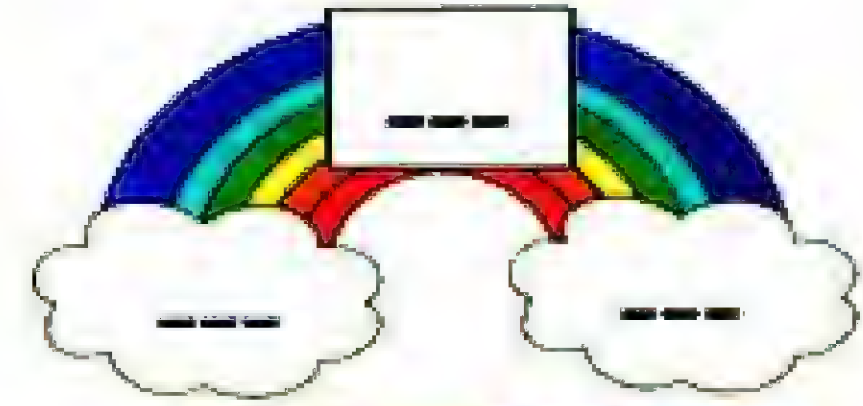
=



T	U
○	○



T	U
○	○



T	U
○	○

64

+

22

=



T	U
○	○



T	U
○	○



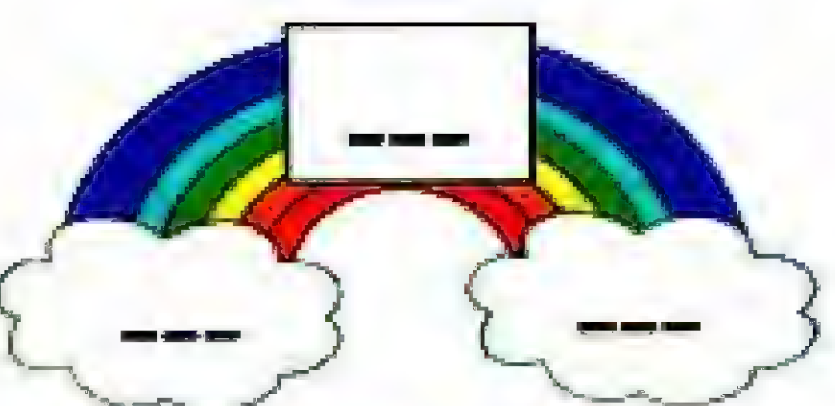
T	U
○	○

11

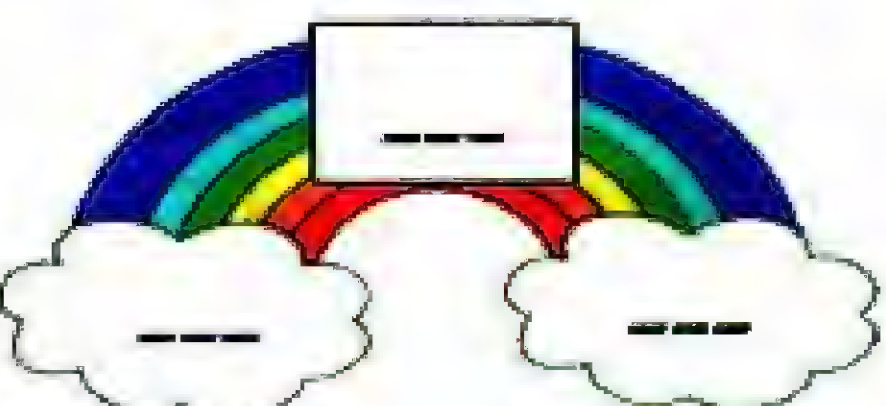
+

38

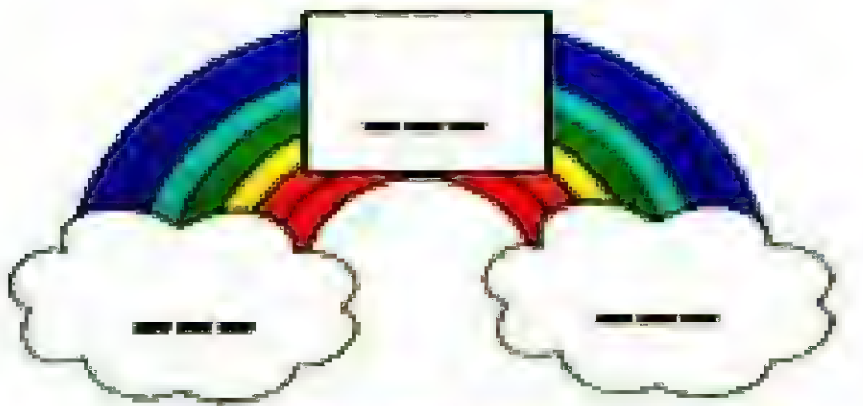
=



T	U
○	○



T	U
○	○



T	U
○	○

150



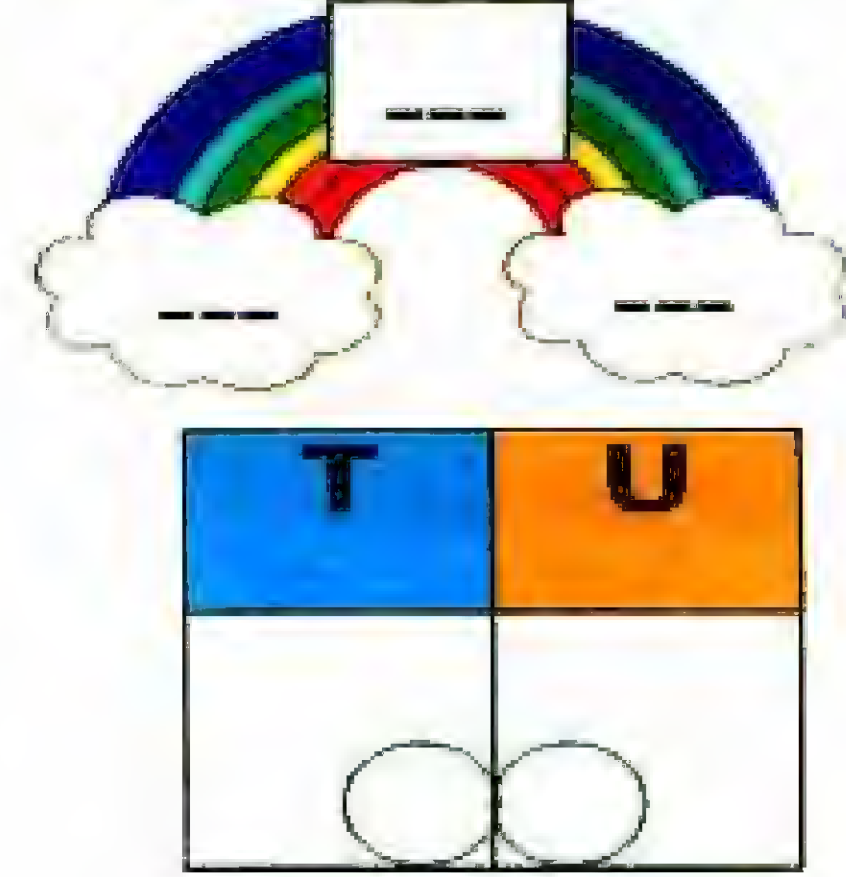
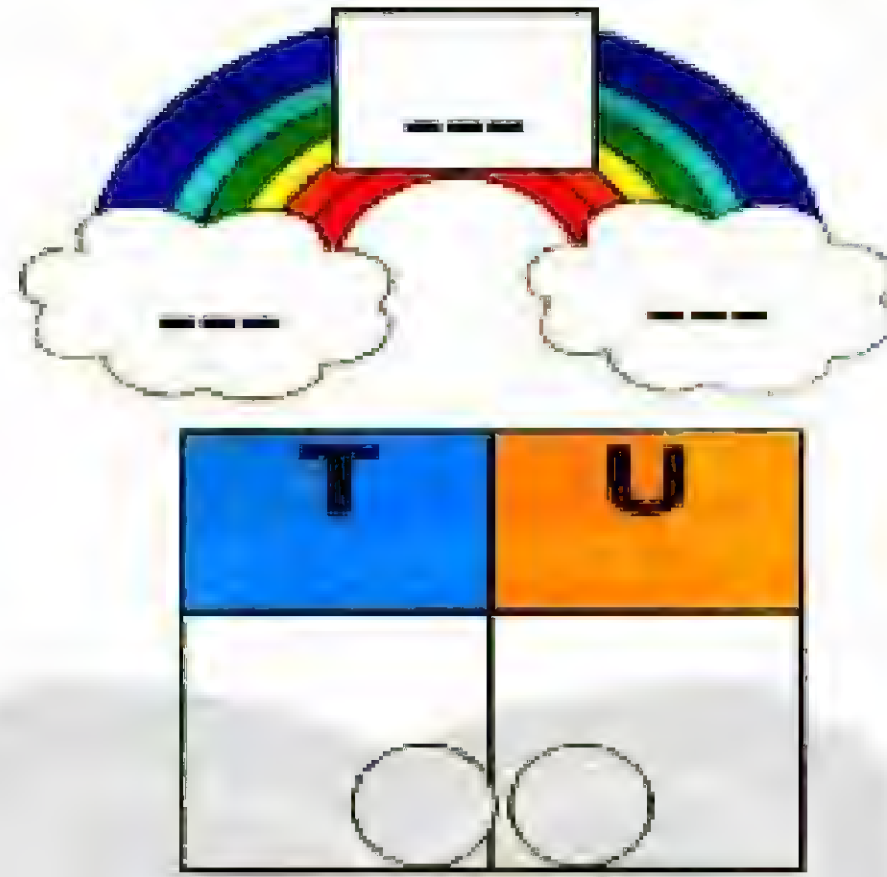
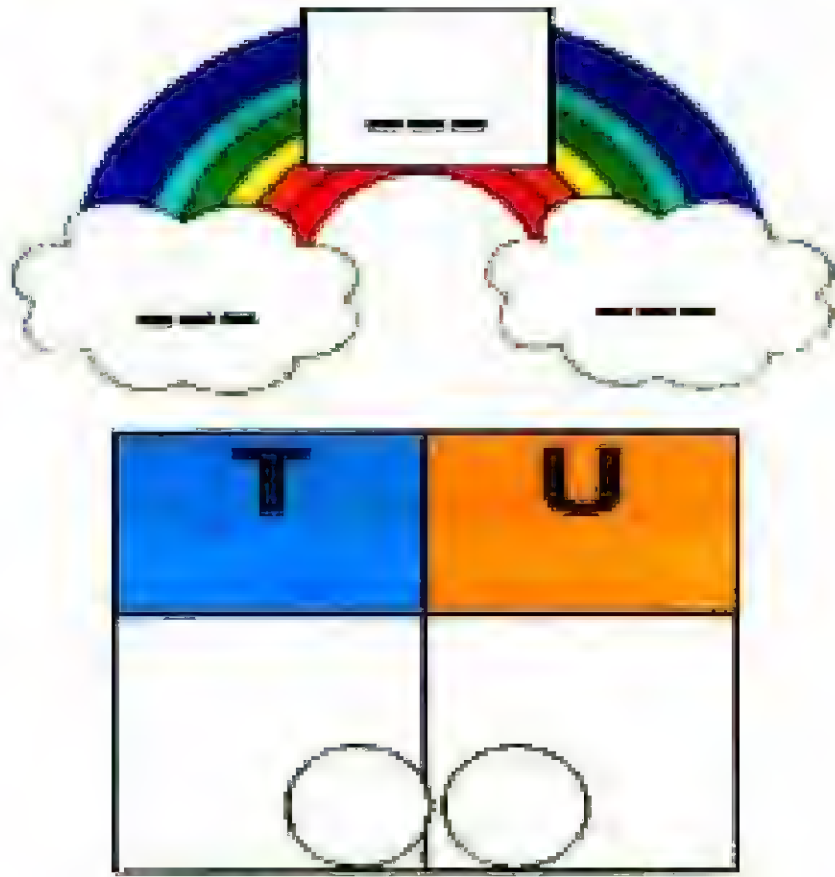


67

+

32

=

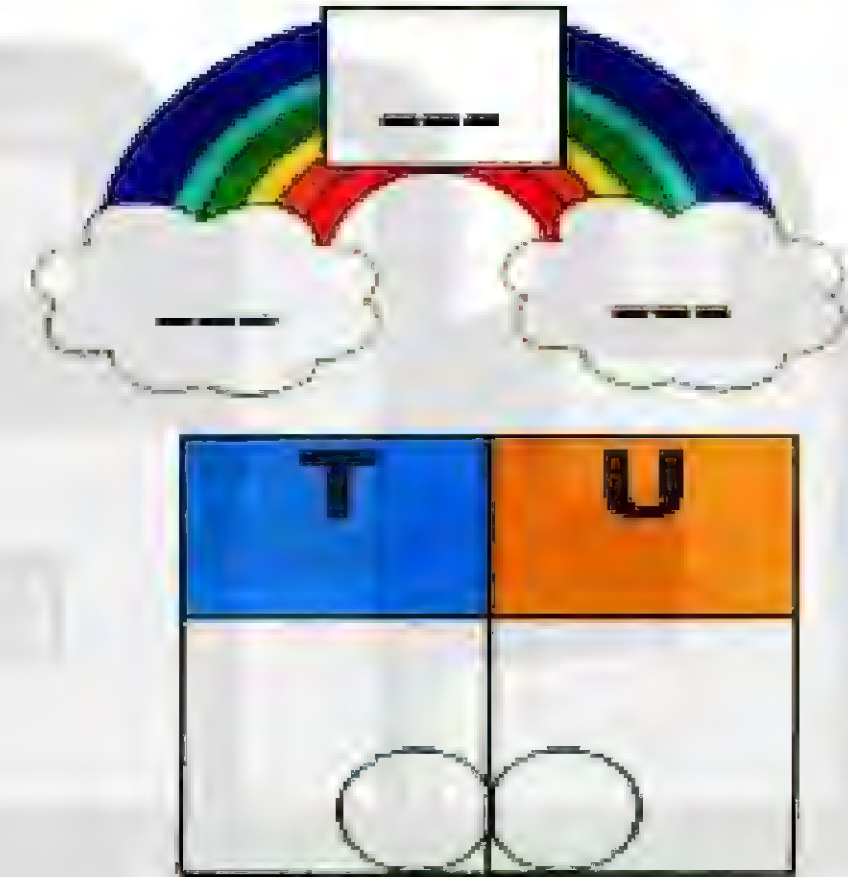
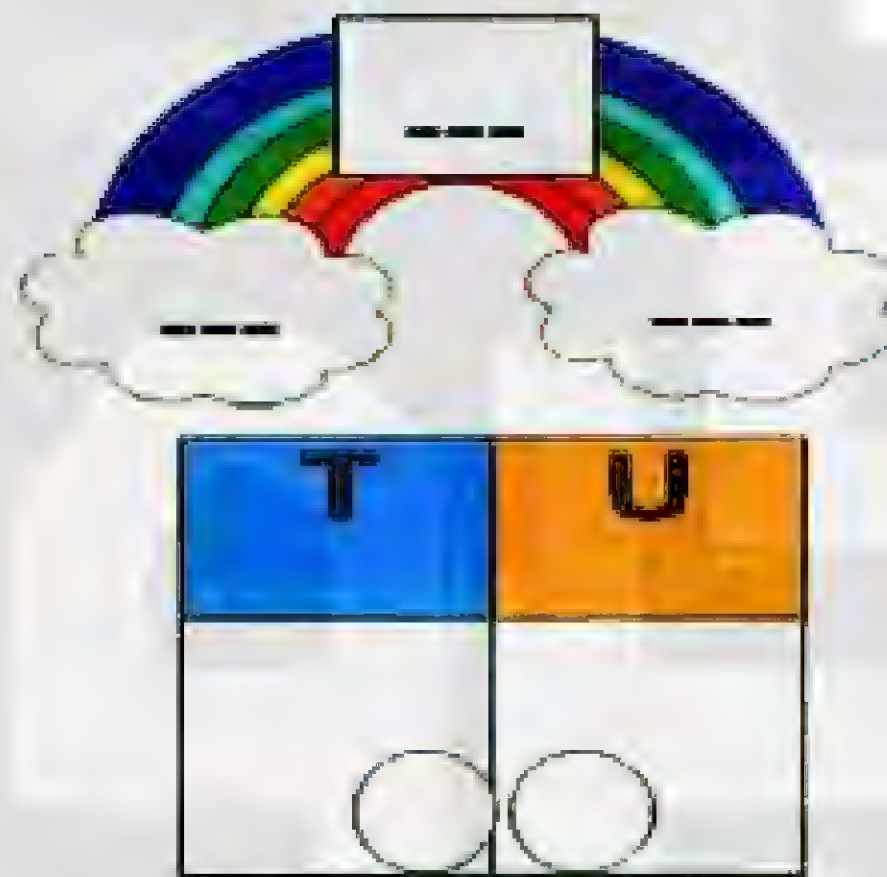
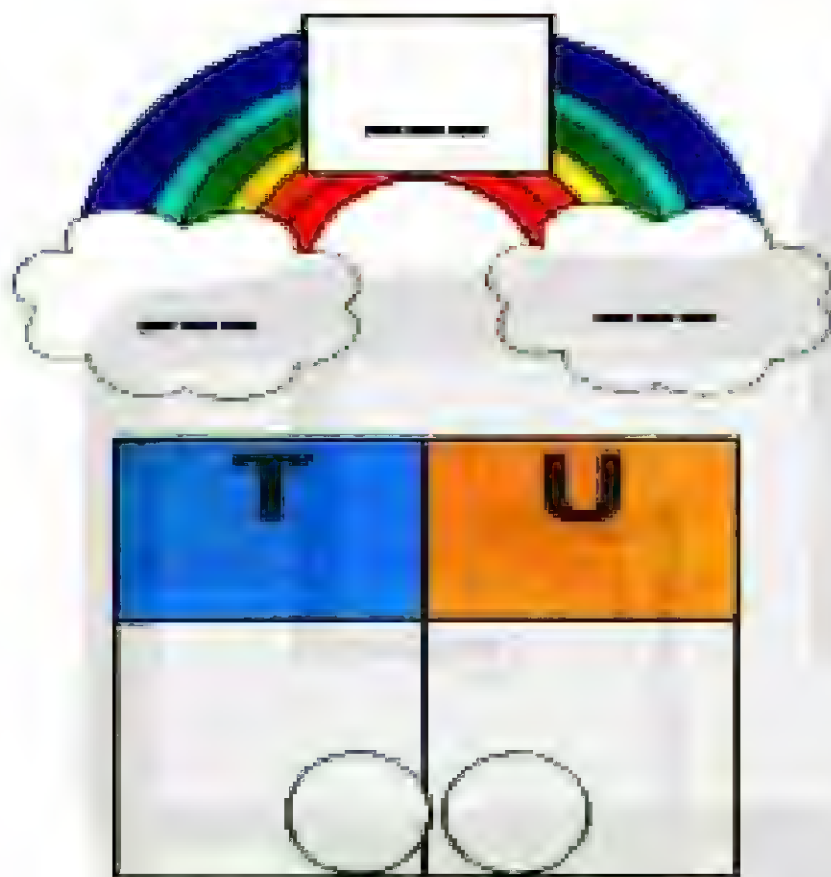


23

+

54

=

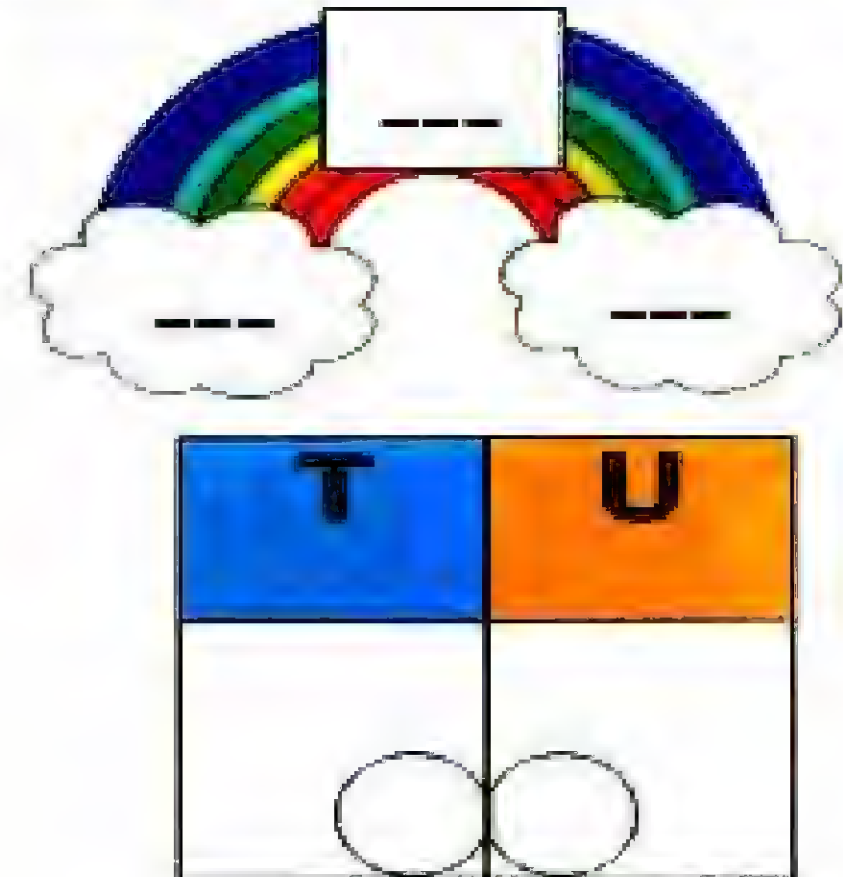
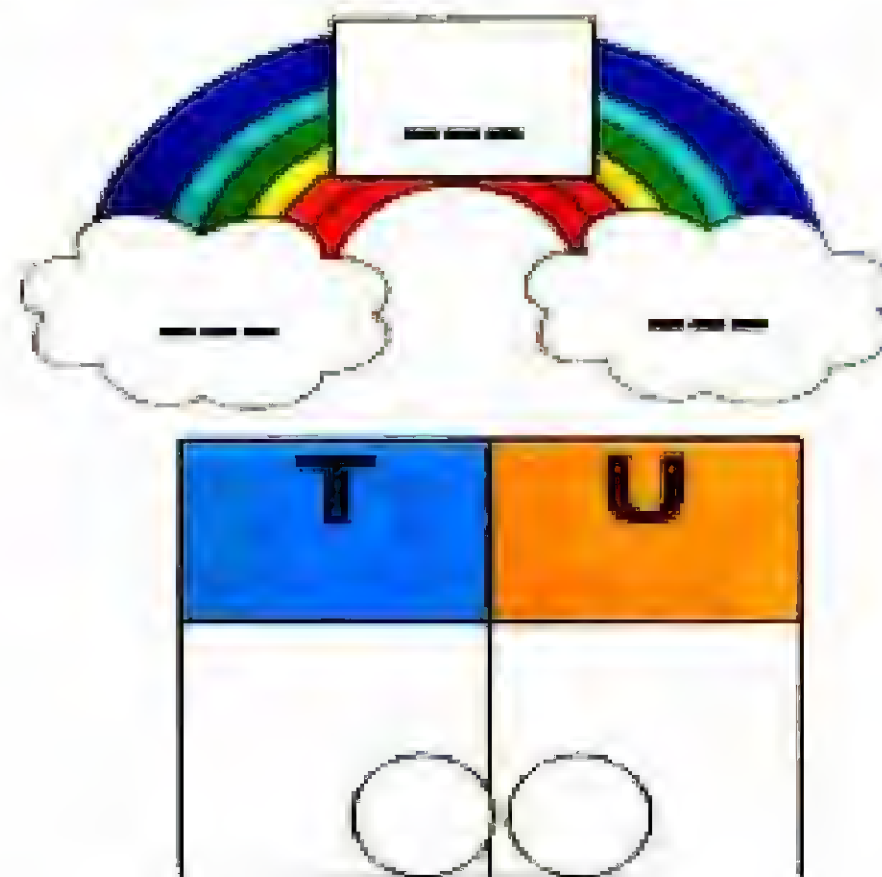
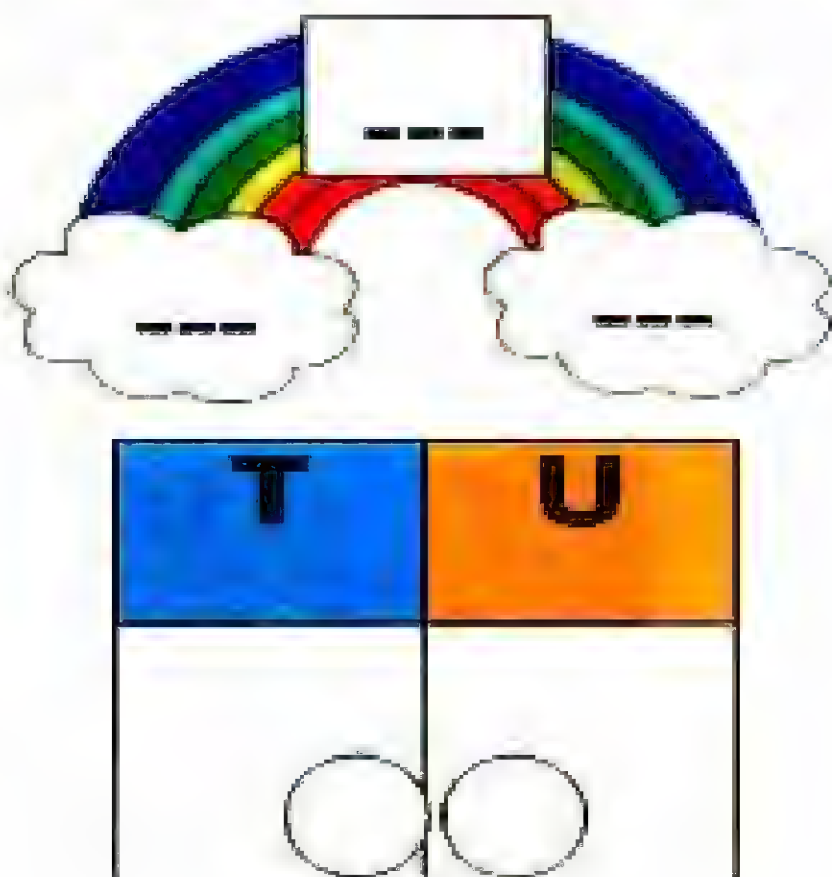


90

+

8

=





$$36 + 20 = \text{-----}$$

---	---
T	U
○	○

---	---
T	U
○	○

---	---
T	U
○	○

$$22 + 63 = \text{-----}$$

---	---
T	U
○	○

---	---
T	U
○	○

---	---
T	U
○	○

$$84 + 15 = \text{-----}$$

---	---
T	U
○	○

---	---
T	U
○	○

---	---
T	U
○	○



Word problems on addition



Use the two ways to find the result .

Hassan bought **25** chocolate cookie . He also bought **32** vanilla cookie . How many cookie with him now ?



<div style="background-color: yellow; padding: 5px; border: 1px solid black;">-----</div>	+	<div style="background-color: yellow; padding: 5px; border: 1px solid black;">-----</div>	=	<div style="background-color: lightblue; padding: 5px; border: 1px solid black;">-----</div>												
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: blue; color: white;">T</td> <td style="background-color: orange; color: white;">U</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	T	U				<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: blue; color: white;">T</td> <td style="background-color: orange; color: white;">U</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	T	U				<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: blue; color: white;">T</td> <td style="background-color: orange; color: white;">U</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	T	U		
T	U															
T	U															
T	U															

Mark sold 14 pink cotton candy and 23 blue cotton candies. How many cotton candies did he sell in total?



<div style="background-color: yellow; padding: 5px; border: 1px solid black;">-----</div>	+	<div style="background-color: yellow; padding: 5px; border: 1px solid black;">-----</div>	=	<div style="background-color: lightblue; padding: 5px; border: 1px solid black;">-----</div>												
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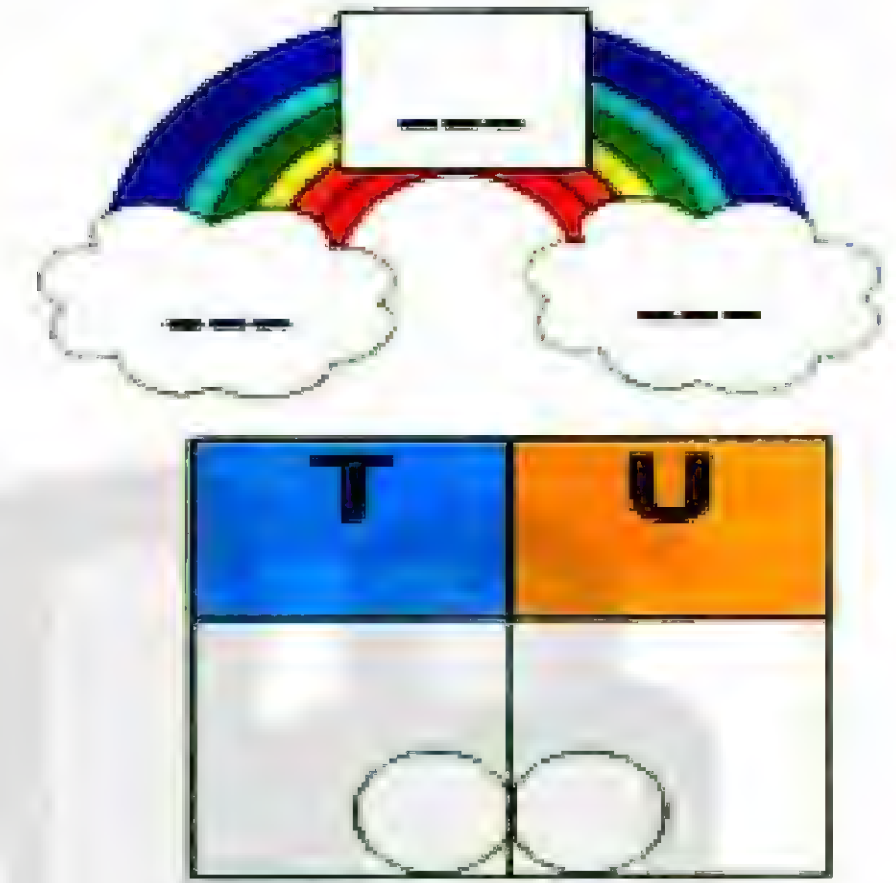
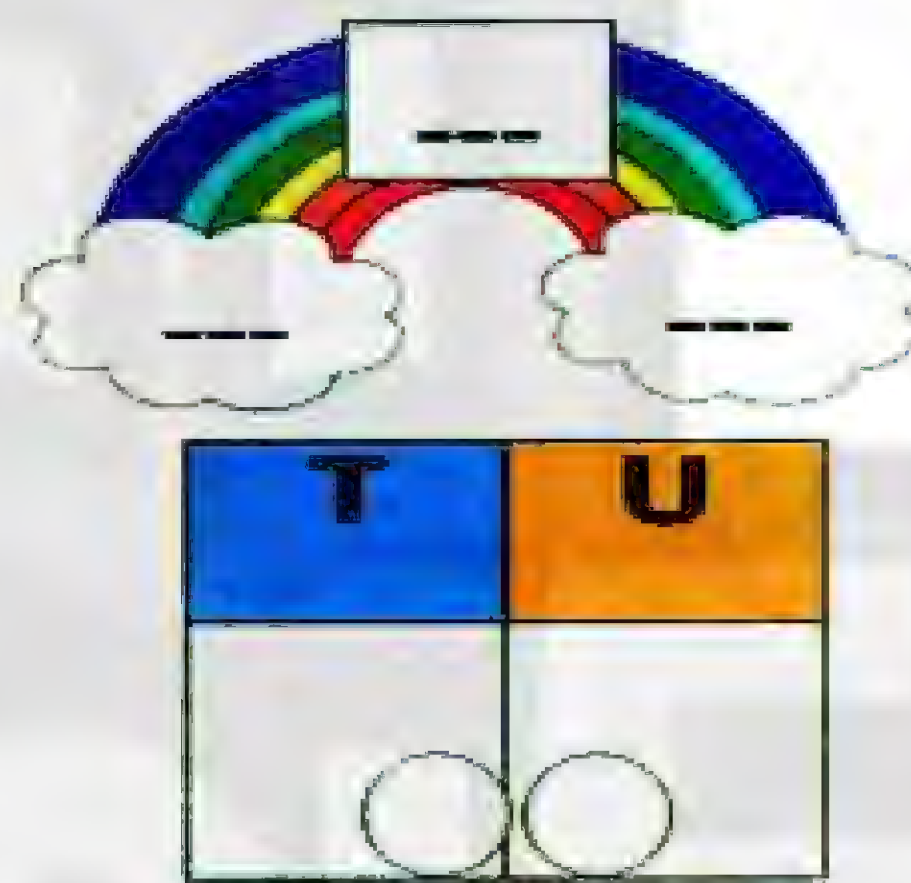
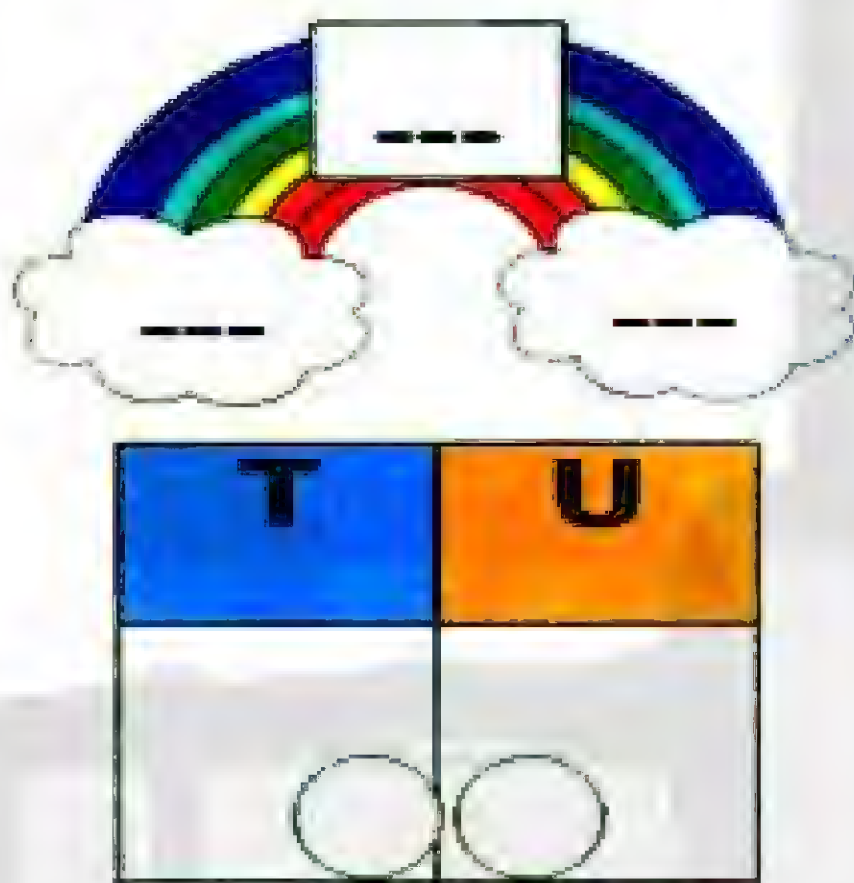




It was a hot day and many people bought ice cream cones at the fair. Mark sold 18 vanilla flavored cones and 21 chocolate flavored cones. How many cones did he sell in total?



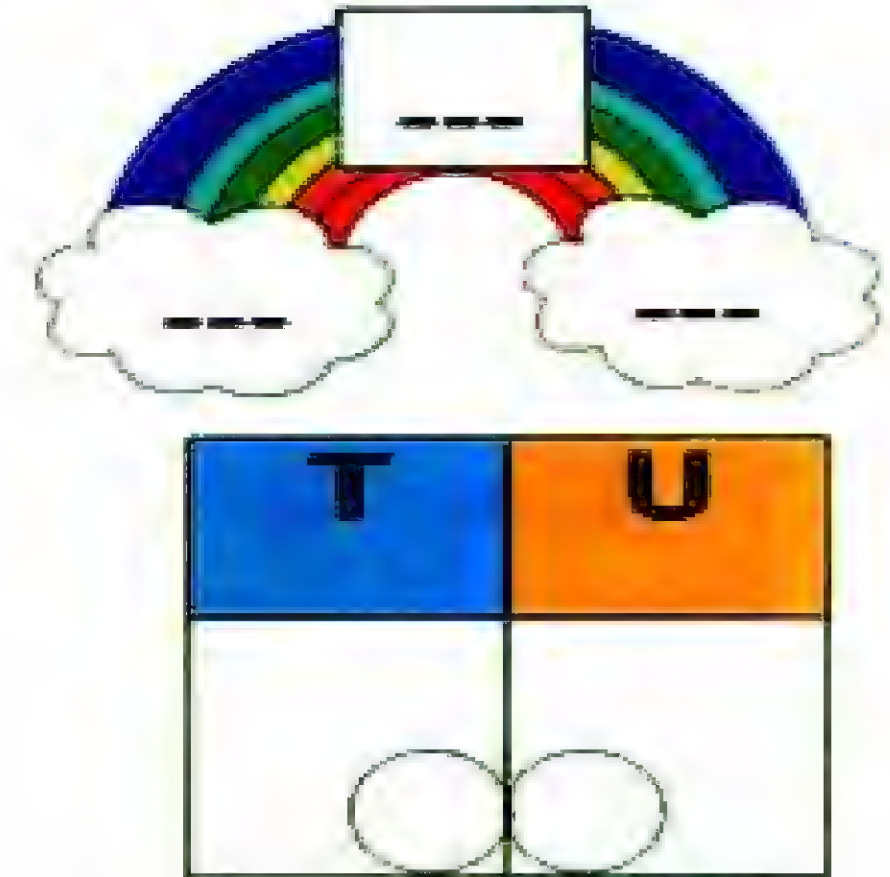
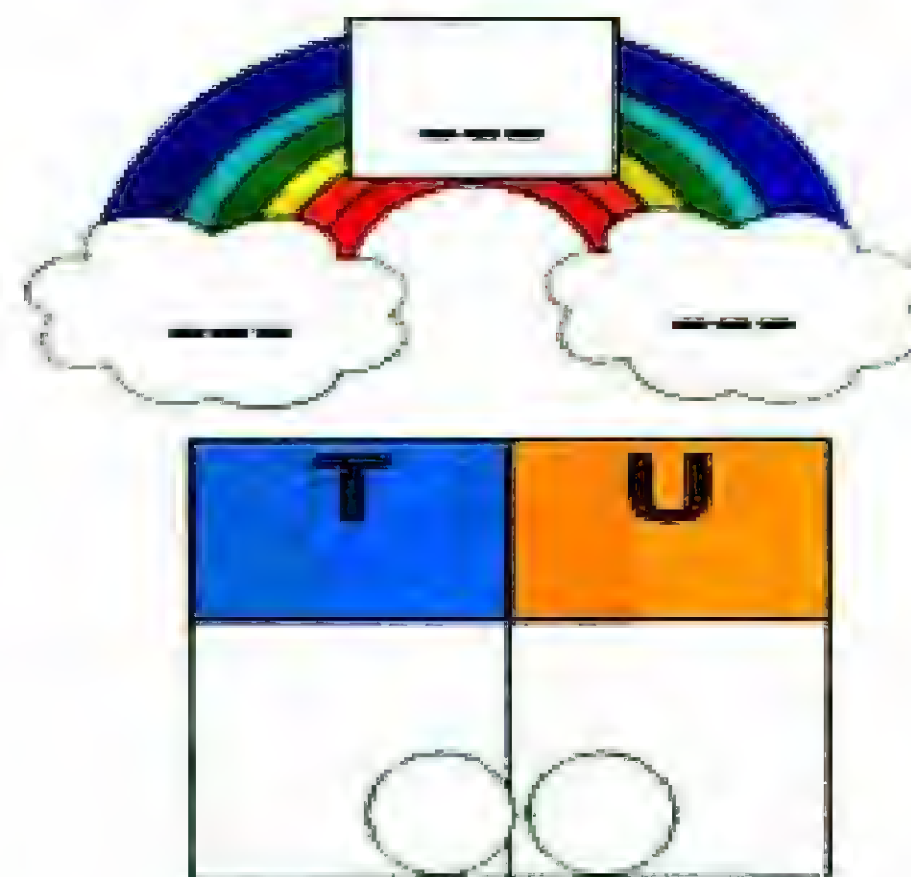
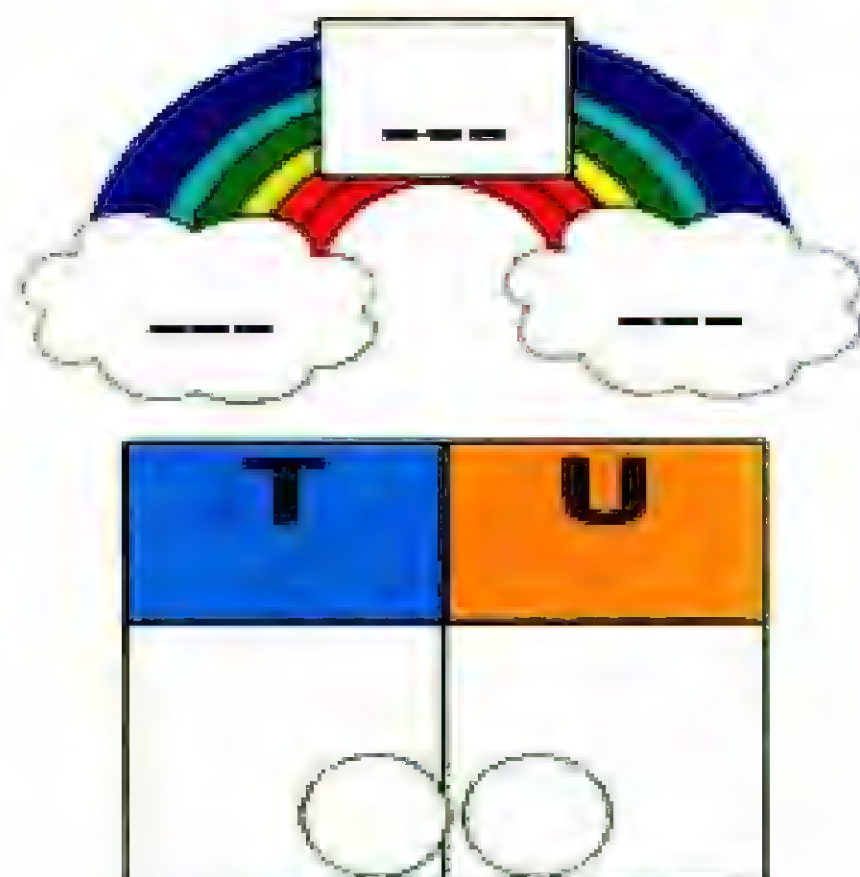
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When Mark wasn't busy helping customers, he gave away balloons to visitors. Mark gave away 11 green balloons, 24 jumbo purple balloons. How many did he give away?



$$\boxed{\text{----}} + \boxed{\text{----}} = \boxed{\text{----}}$$

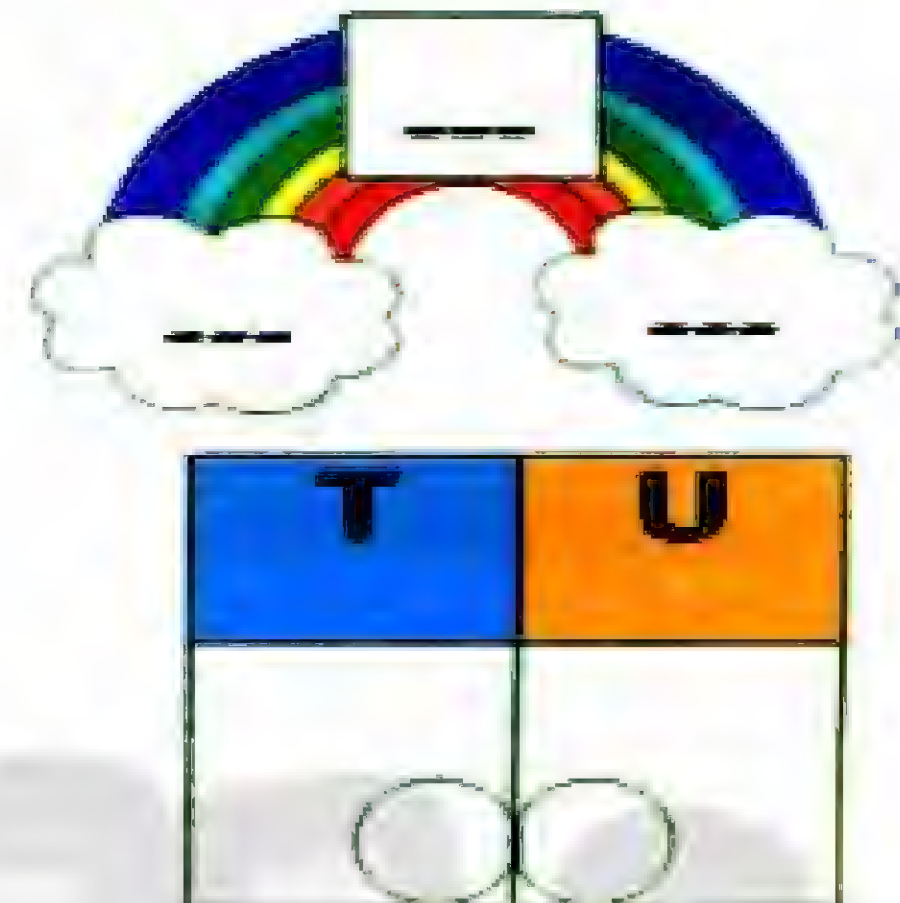
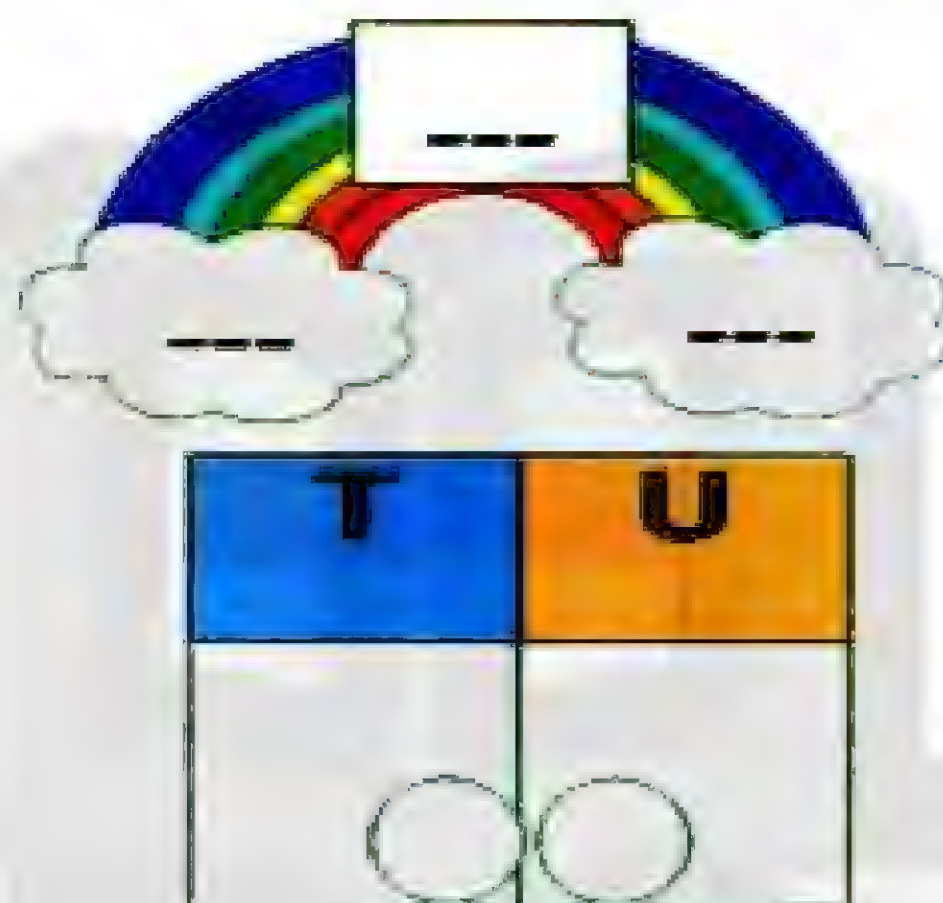
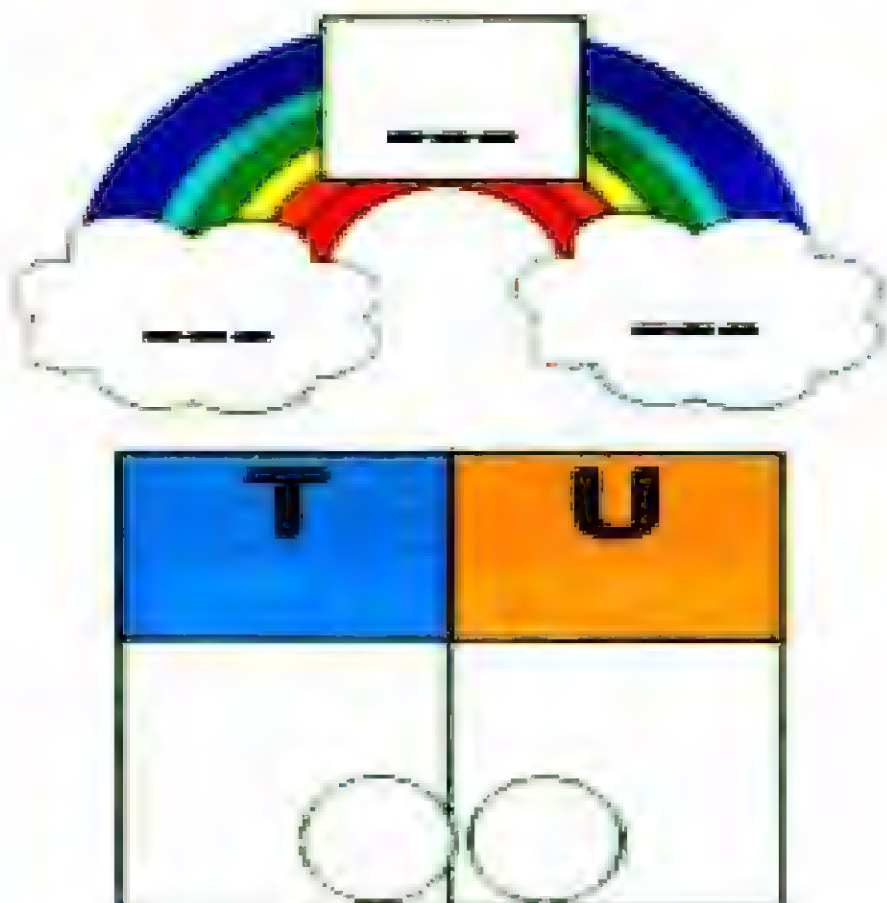




There are 14 baby chicks in the hen house. 13 more baby chicks are born. How many baby chicks are in the hen house now?



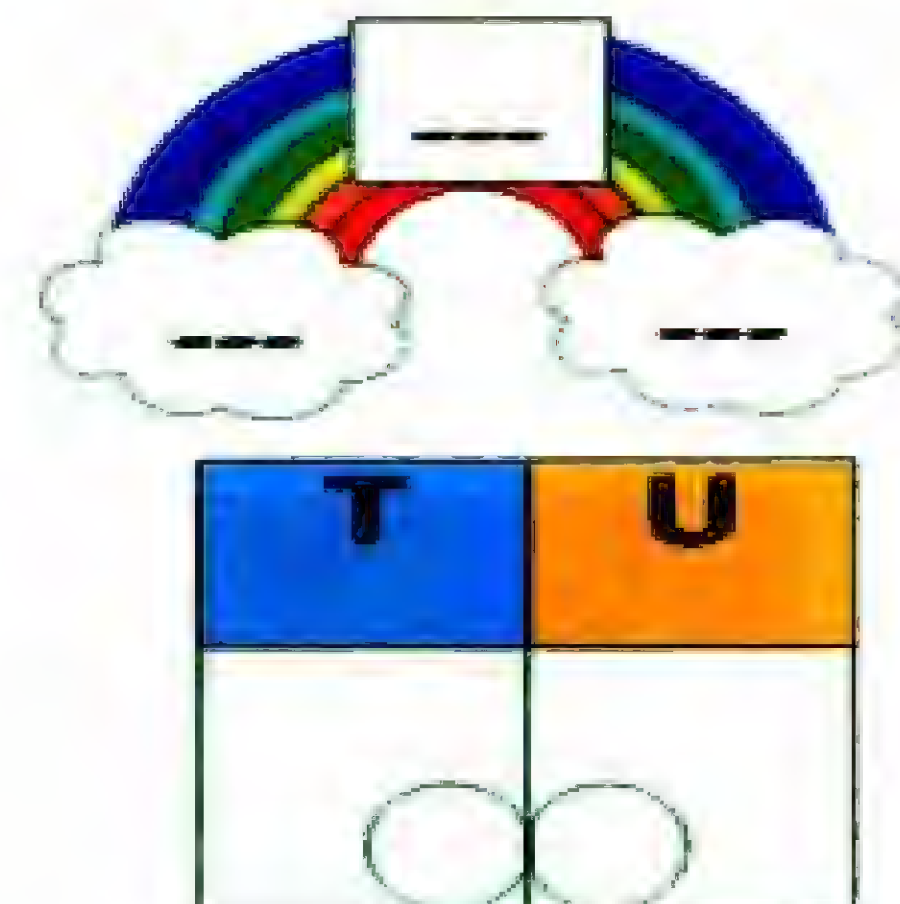
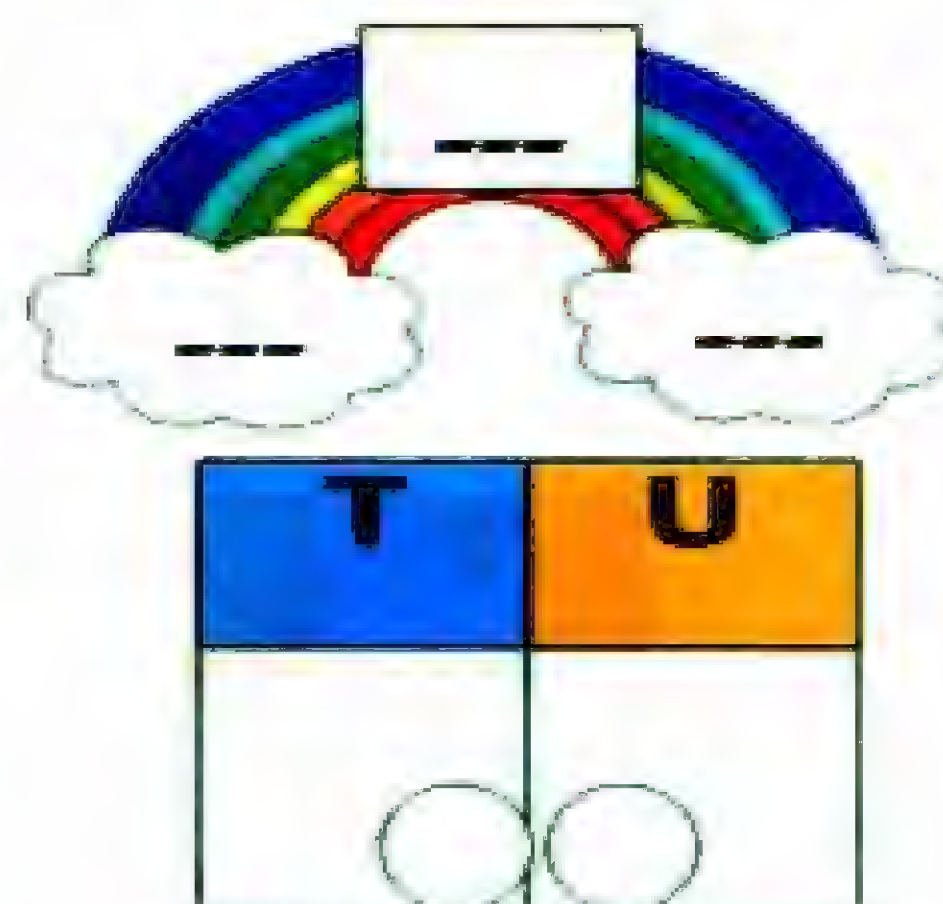
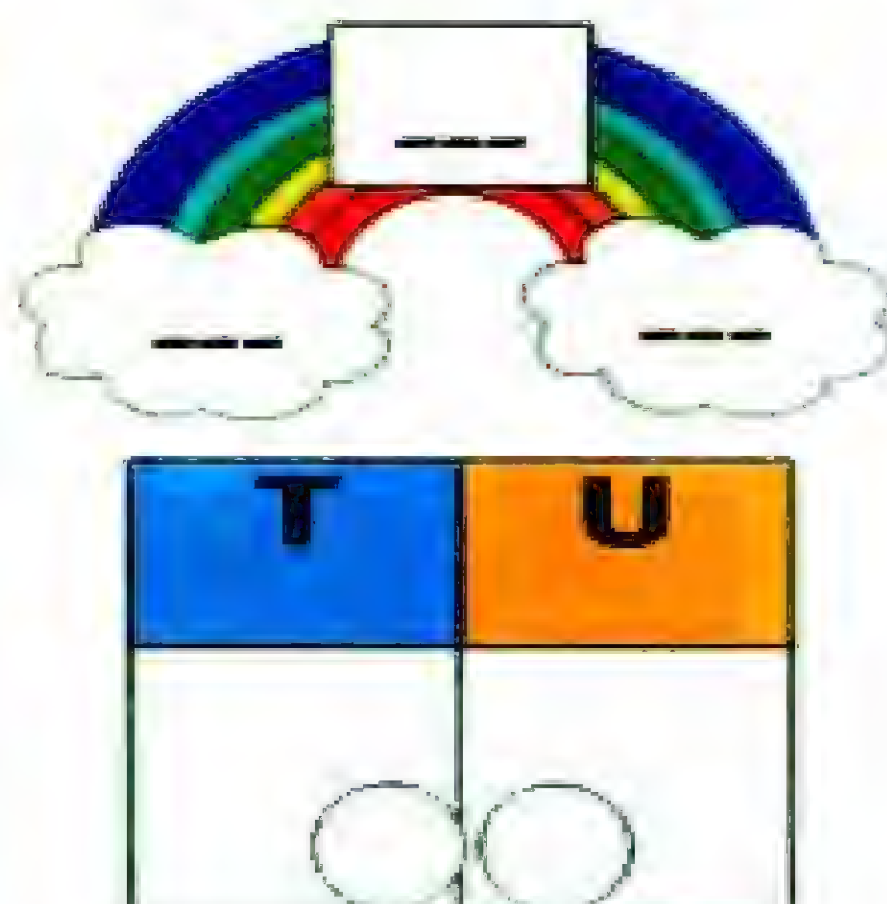
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Dad plants 22 flowers in the yard. Mom plants 15 more flowers. How flowers are in the yard now?



$$\boxed{\text{----}} + \boxed{\text{----}} = \boxed{\text{----}}$$

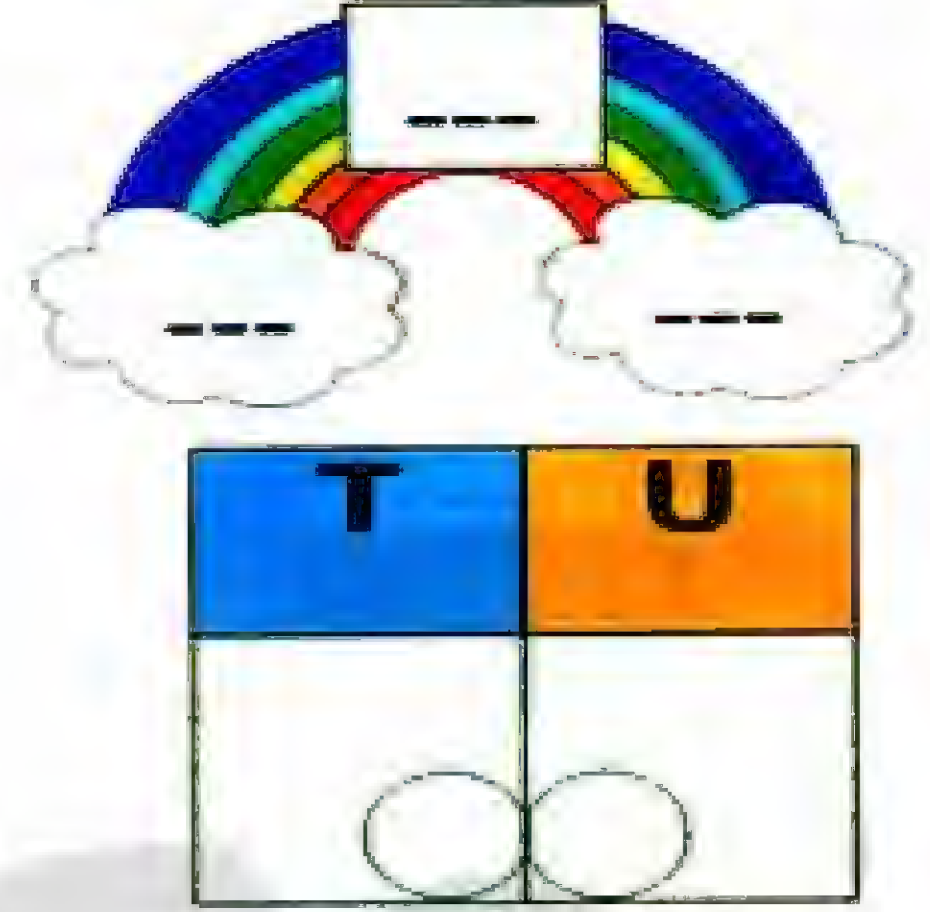
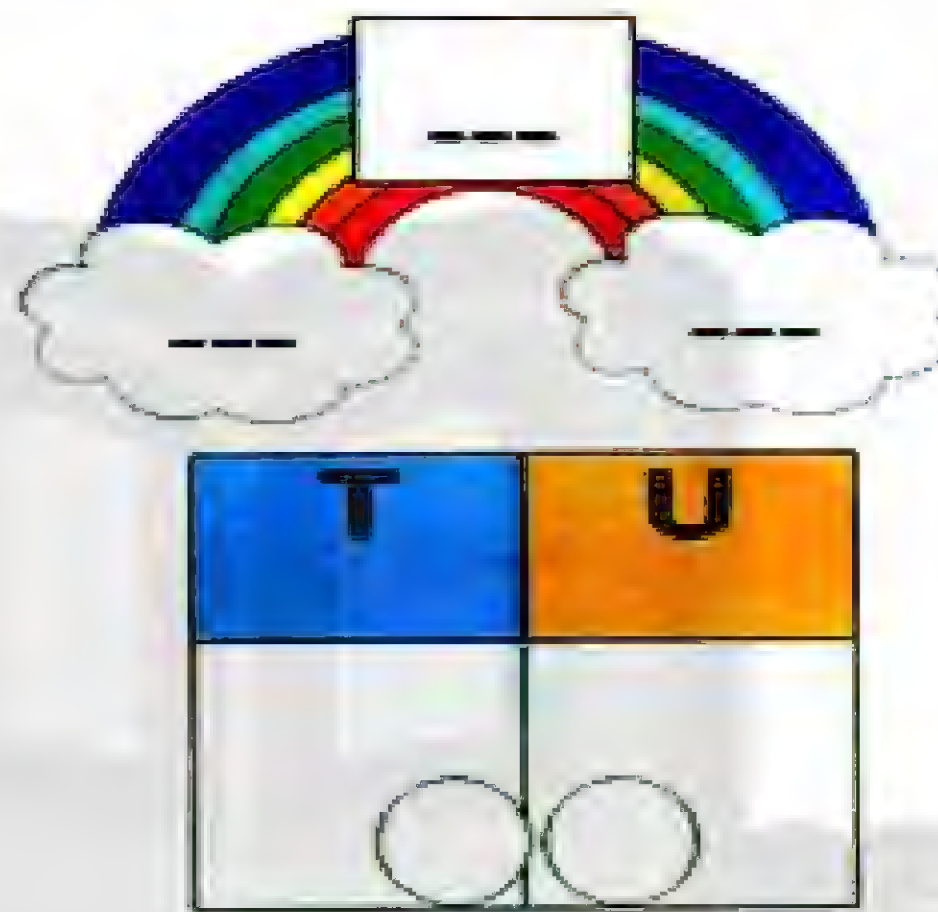
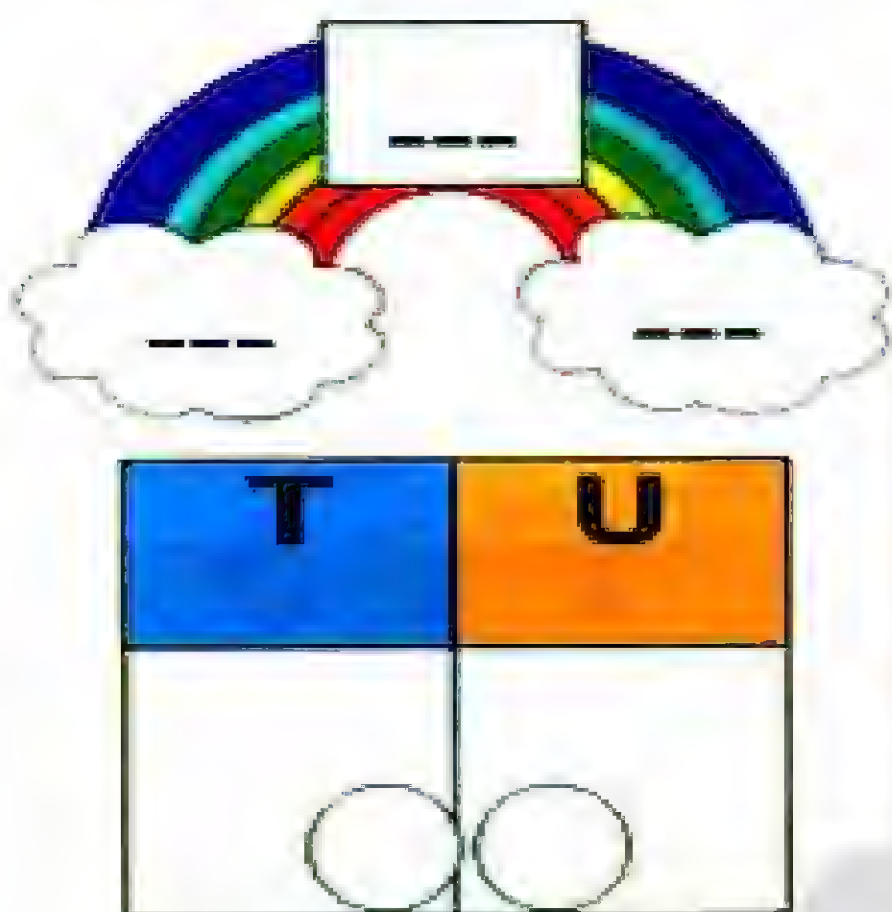




Will finds 48 seashells at the beach. Joy finds 31 seashells. How many seashells do they have total?



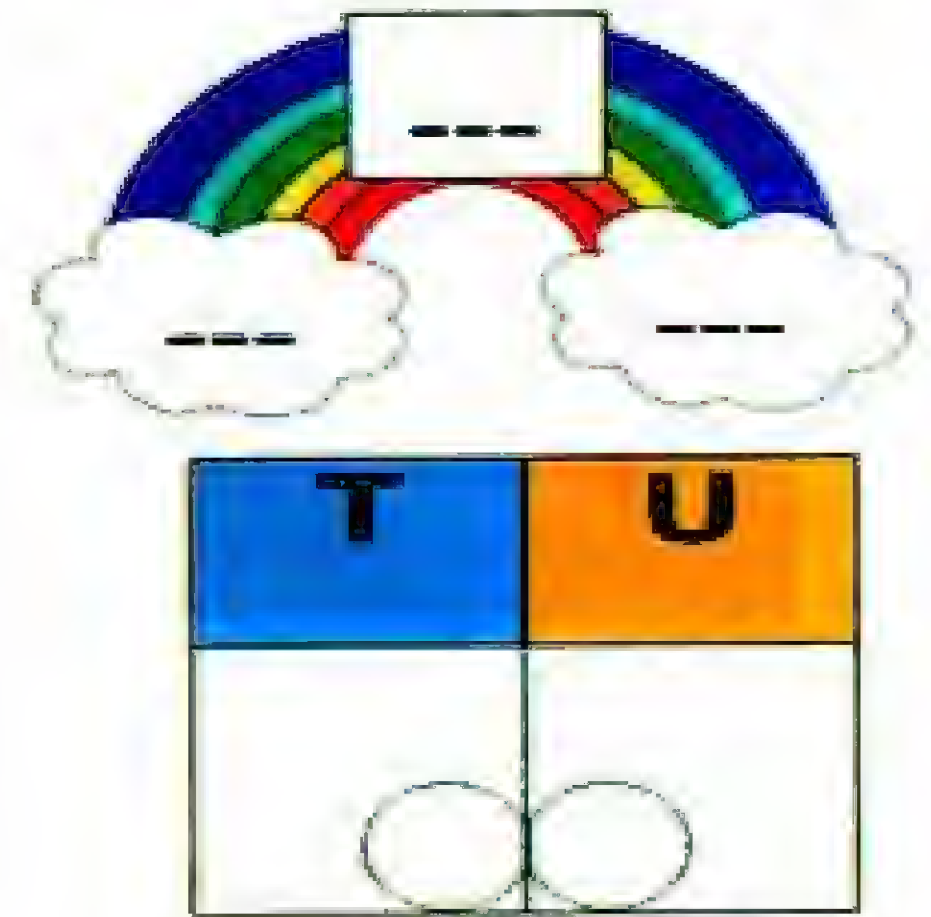
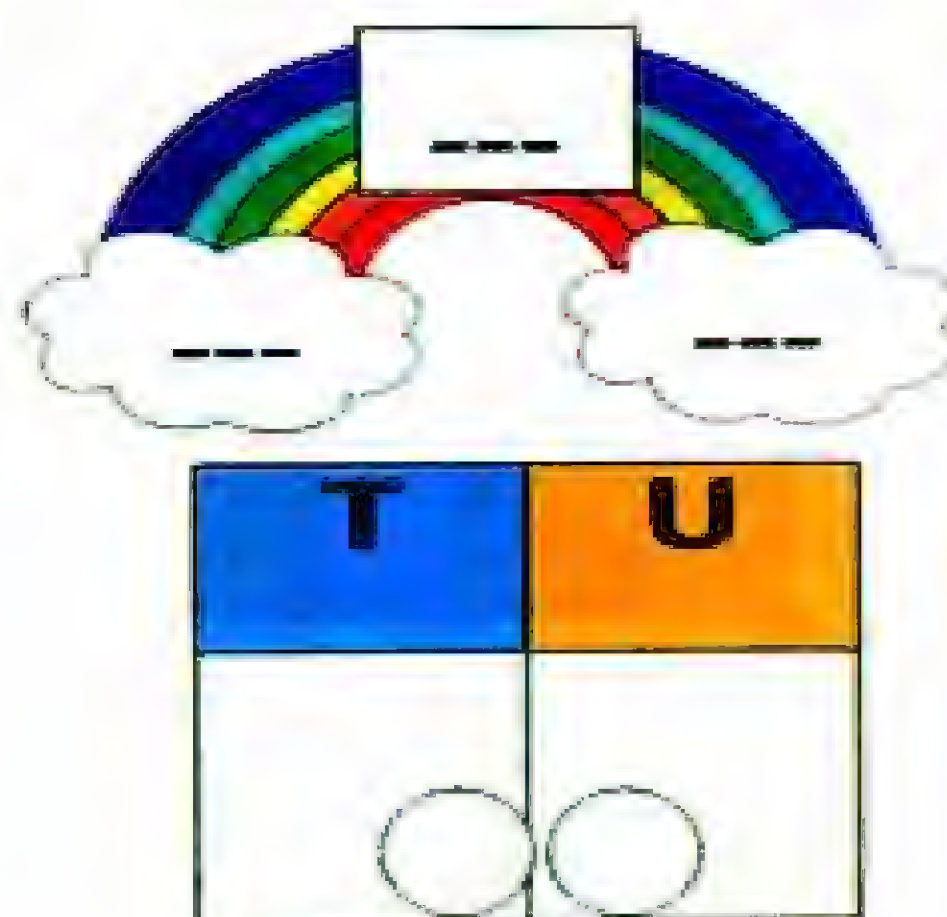
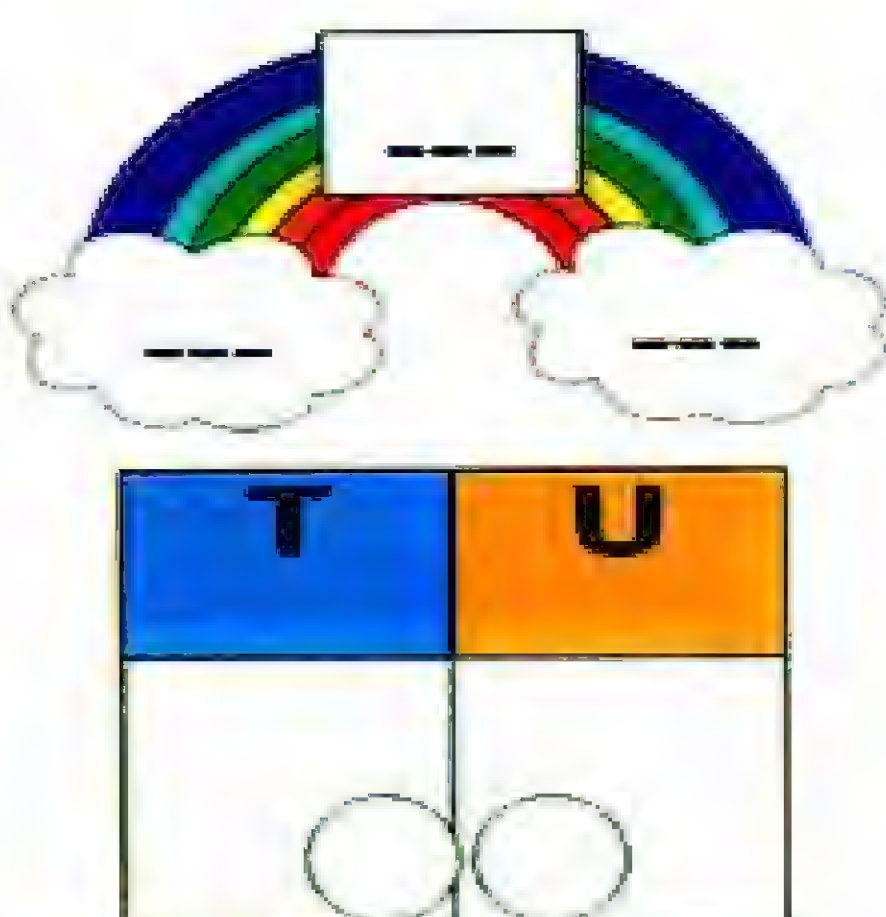
$$\boxed{\text{----}} + \boxed{\text{----}} = \boxed{\text{----}}$$



Lily has 30 pieces of candy. Rick has 27 pieces of candy. How many pieces of candy do they have in total?



$$\boxed{\text{----}} + \boxed{\text{----}} = \boxed{\text{----}}$$





Find the result .

Name That Hero!

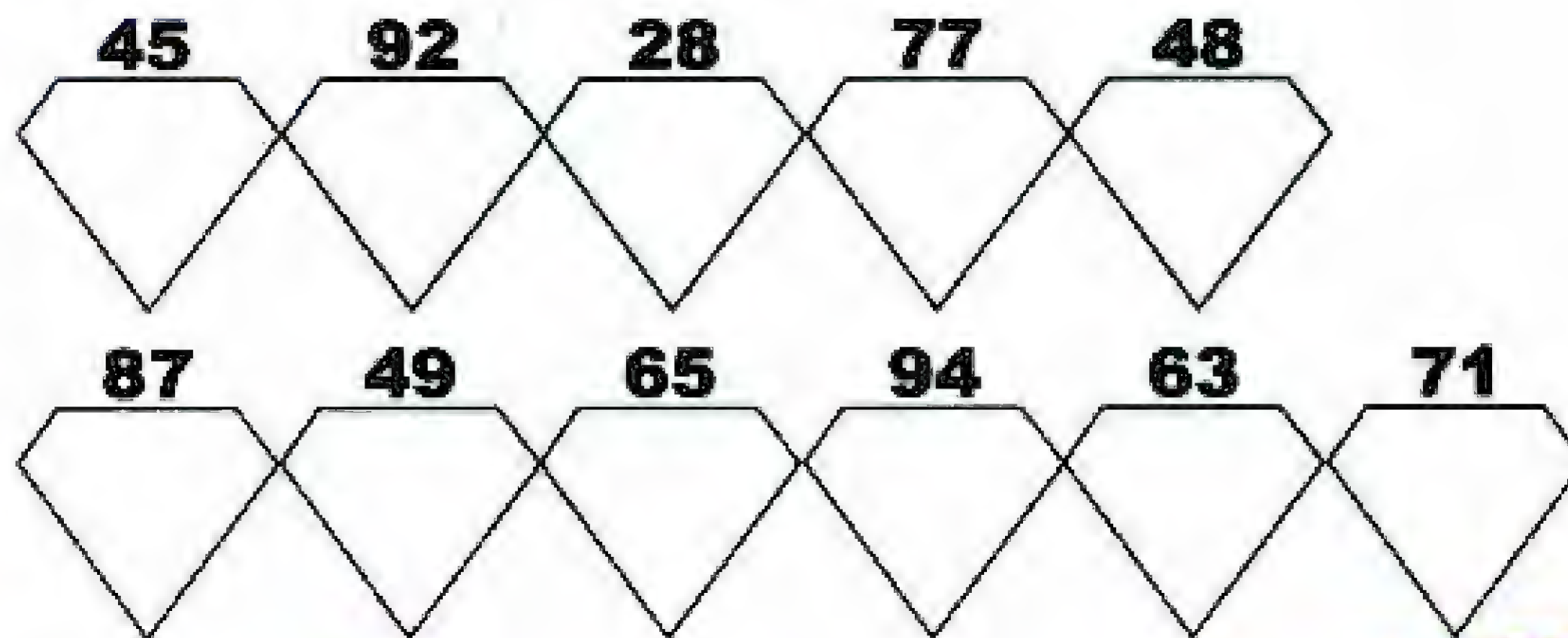


Add the two numbers together to find the letters that spell out the secret words. The secret words are the hero's code name!

A. $\begin{array}{r} 23 \\ + 64 \\ \hline \end{array}$	R. $\begin{array}{r} 33 \\ + 30 \\ \hline \end{array}$	I. $\begin{array}{r} 60 \\ + 17 \\ \hline \end{array}$	N. $\begin{array}{r} 21 \\ + 21 \\ \hline \end{array}$
A. $\begin{array}{r} 15 \\ + 30 \\ \hline \end{array}$	L. $\begin{array}{r} 25 \\ + 24 \\ \hline \end{array}$	U. $\begin{array}{r} 60 \\ + 32 \\ \hline \end{array}$	T. $\begin{array}{r} 11 \\ + 60 \\ \hline \end{array}$
O. $\begin{array}{r} 35 \\ + 13 \\ \hline \end{array}$	B. $\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$	E. $\begin{array}{r} 11 \\ + 83 \\ \hline \end{array}$	D. $\begin{array}{r} 14 \\ + 14 \\ \hline \end{array}$



Write each letter in the super shape below.





Find the result .

$$\begin{array}{r} 266 \\ + 133 \\ \hline \end{array}$$

$$\begin{array}{r} 123 \\ + 345 \\ \hline \end{array}$$

$$\begin{array}{r} 326 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 453 \\ + 226 \\ \hline \end{array}$$

$$\begin{array}{r} 241 \\ + 132 \\ \hline \end{array}$$

$$\begin{array}{r} 564 \\ + 204 \\ \hline \end{array}$$

$$\begin{array}{r} 333 \\ + 245 \\ \hline \end{array}$$

$$\begin{array}{r} 221 \\ + 366 \\ \hline \end{array}$$

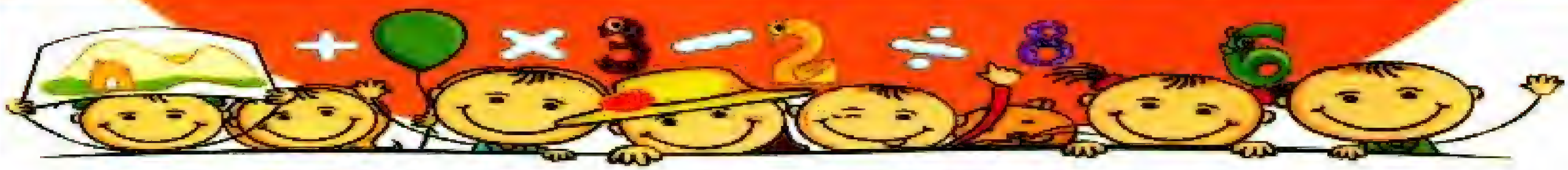
$$\begin{array}{r} 437 \\ + 350 \\ \hline \end{array}$$

$$\begin{array}{r} 523 \\ + 352 \\ \hline \end{array}$$

$$\begin{array}{r} 278 \\ + 311 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ + 122 \\ \hline \end{array}$$





Subtracting 2-digit number



A word to the parents

By the end of this lesson your child will be able to add and subtract using the two ways of decomposing a number.

Example

$$24 - 11 =$$

First :

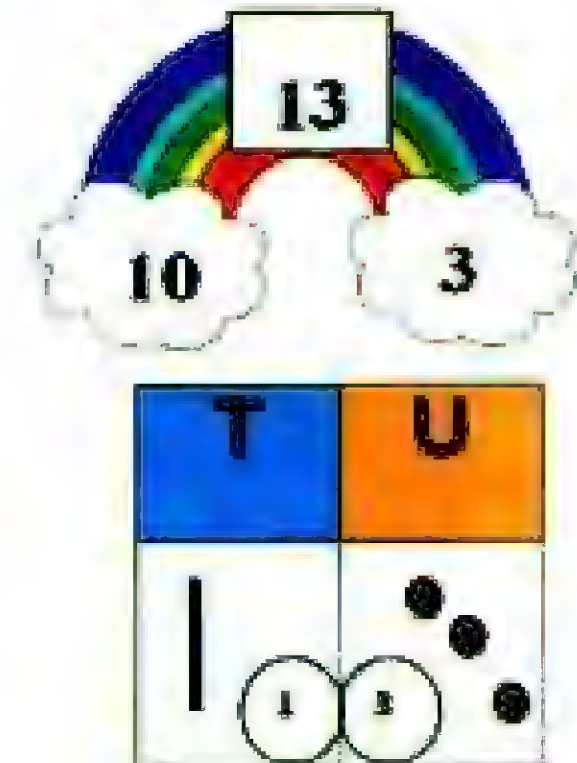
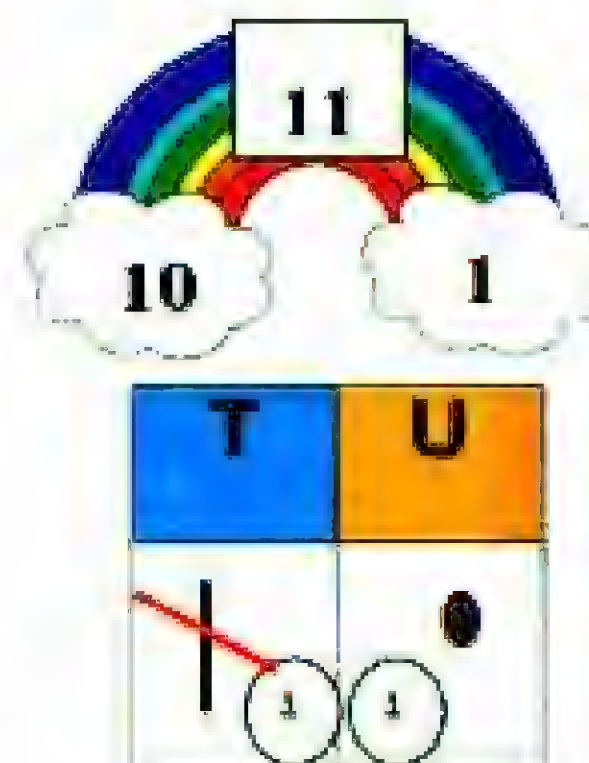
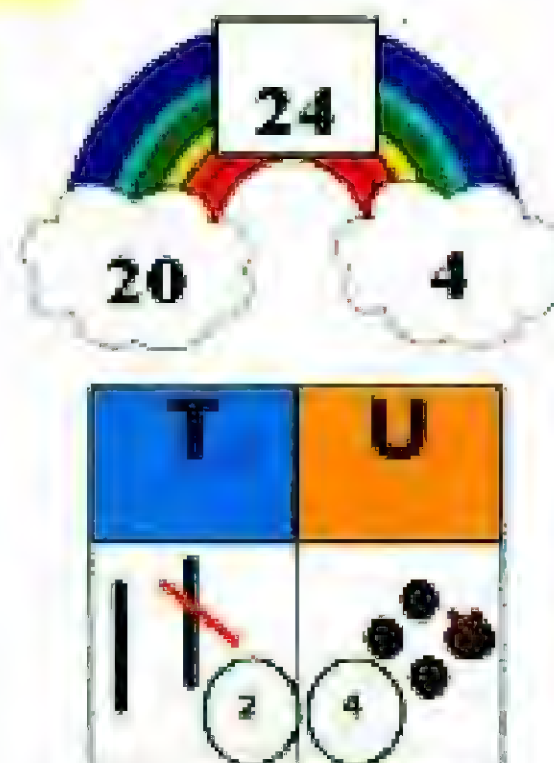
Decompose each number into tens and units as we learned from the previous lesson.



Second :

$$24 - 11 = 13$$

Subtract the units
then subtract the tens





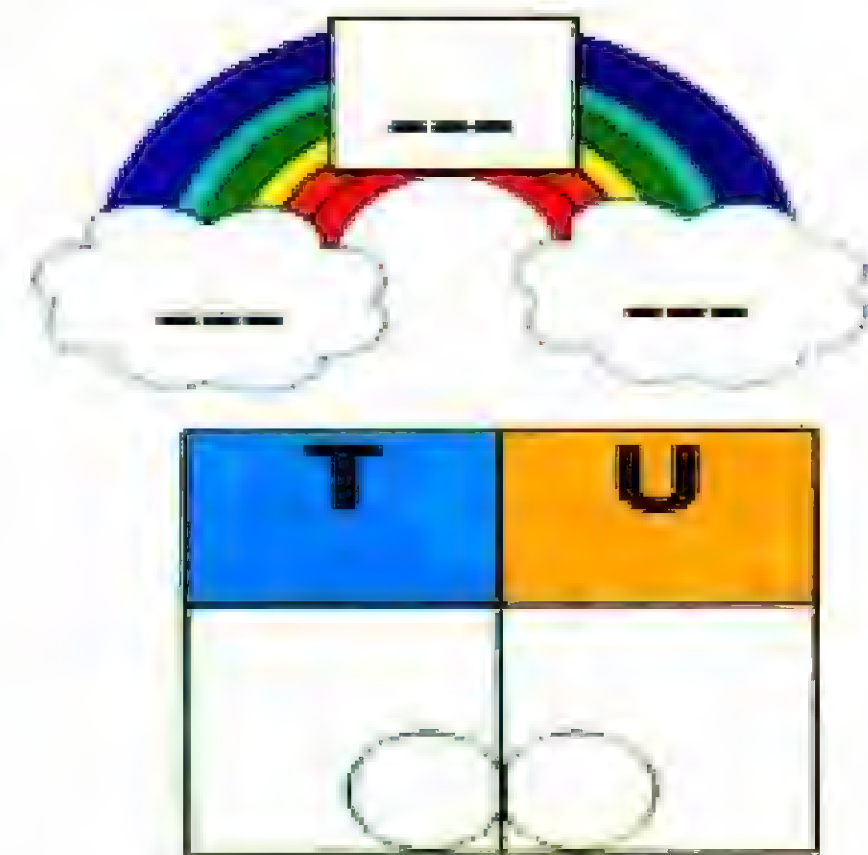
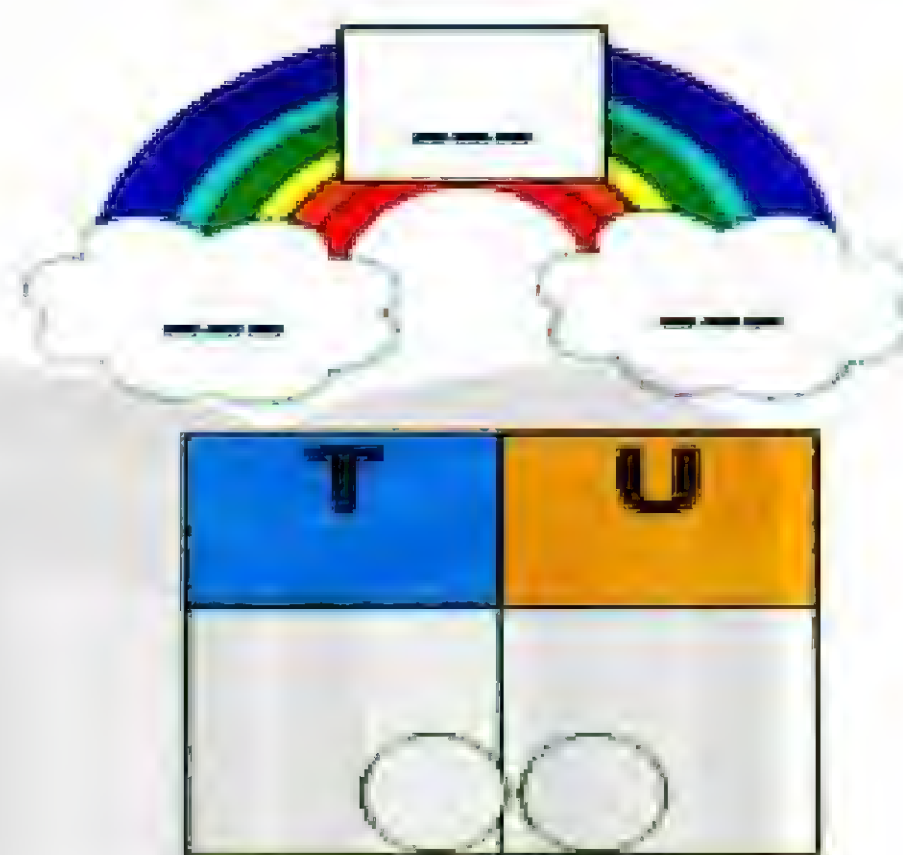
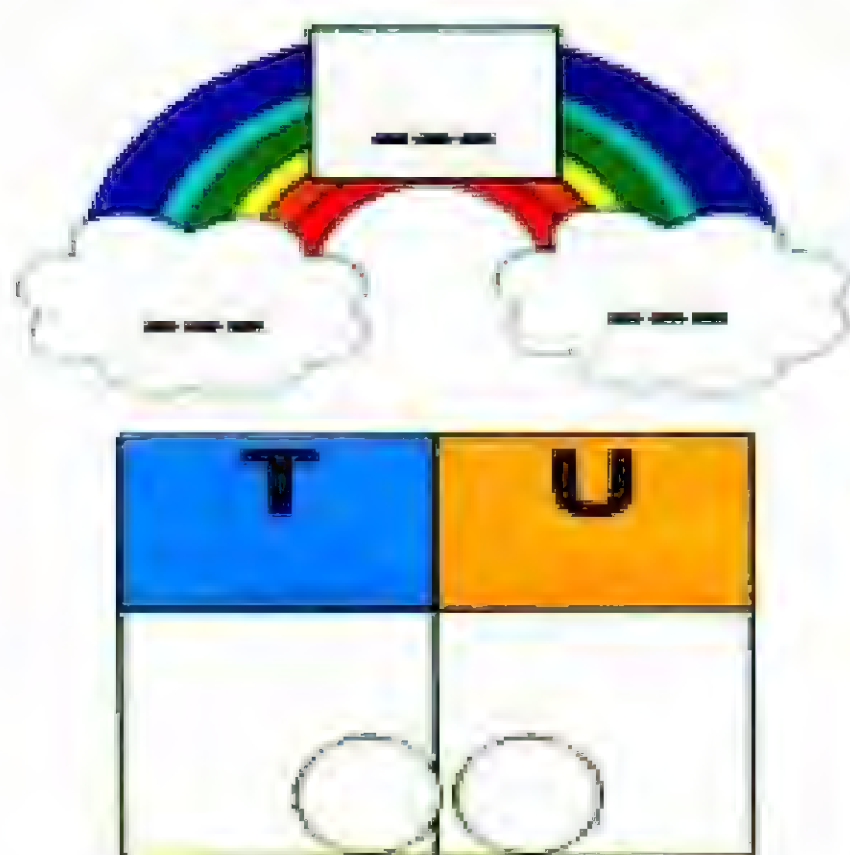
Find the result using the two ways of decomposing a number .

87

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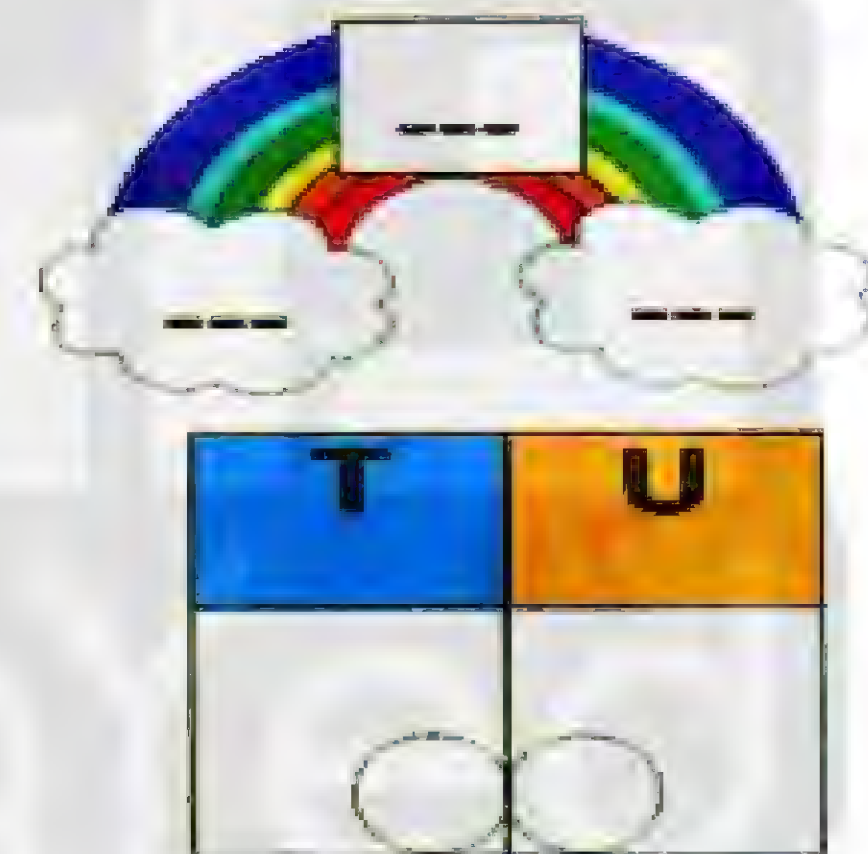
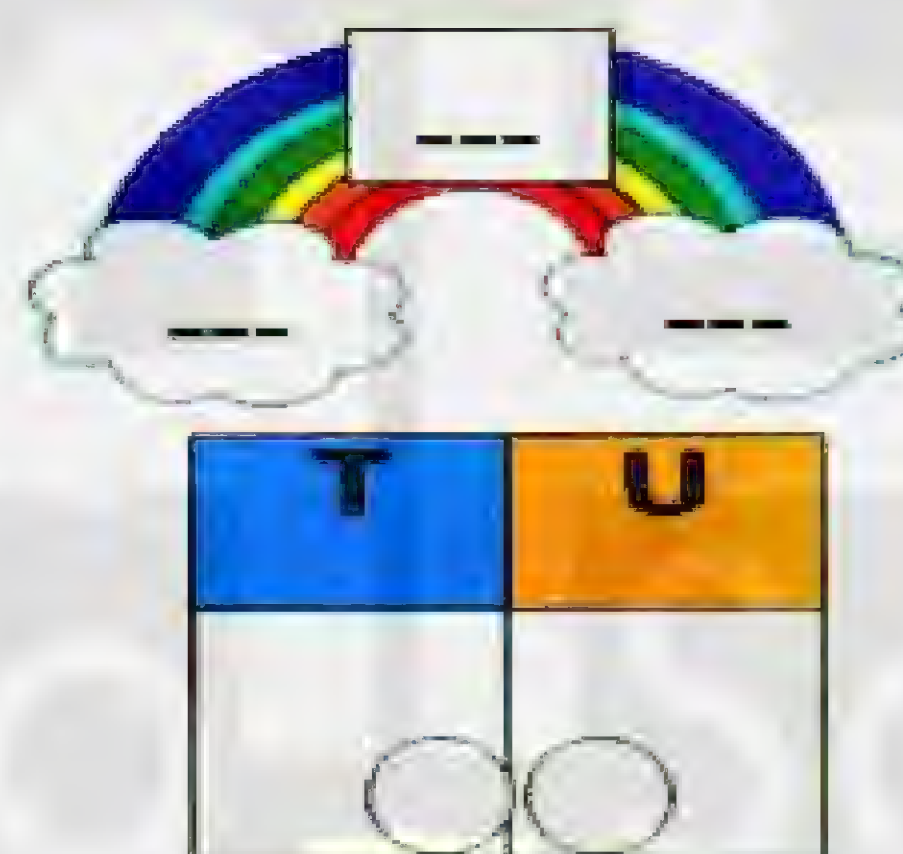
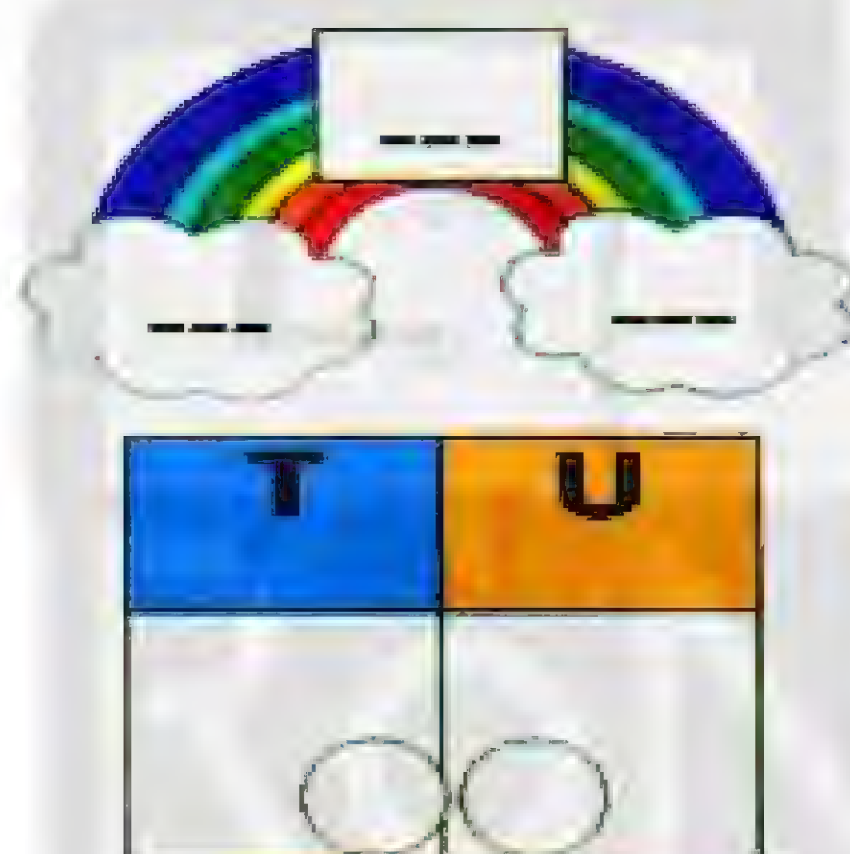


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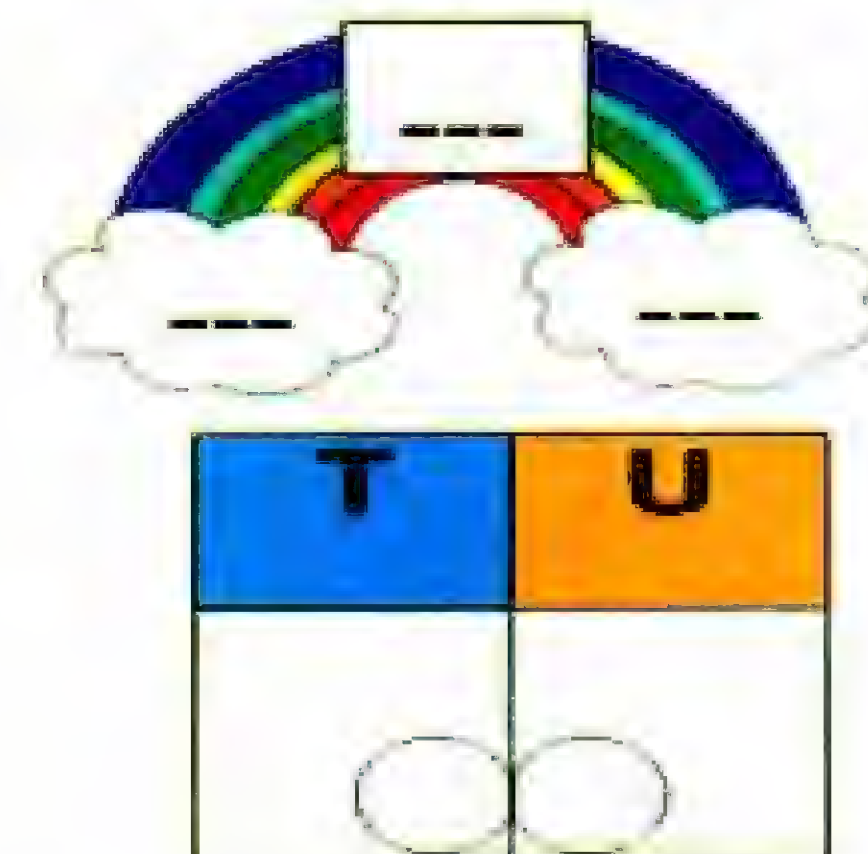
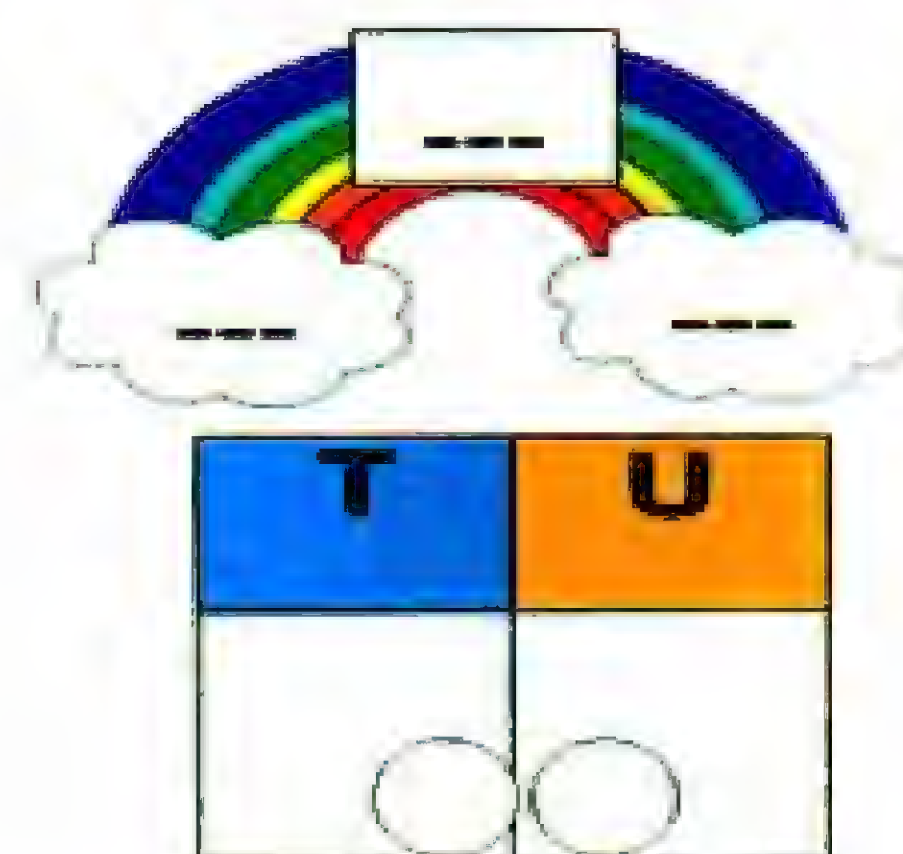
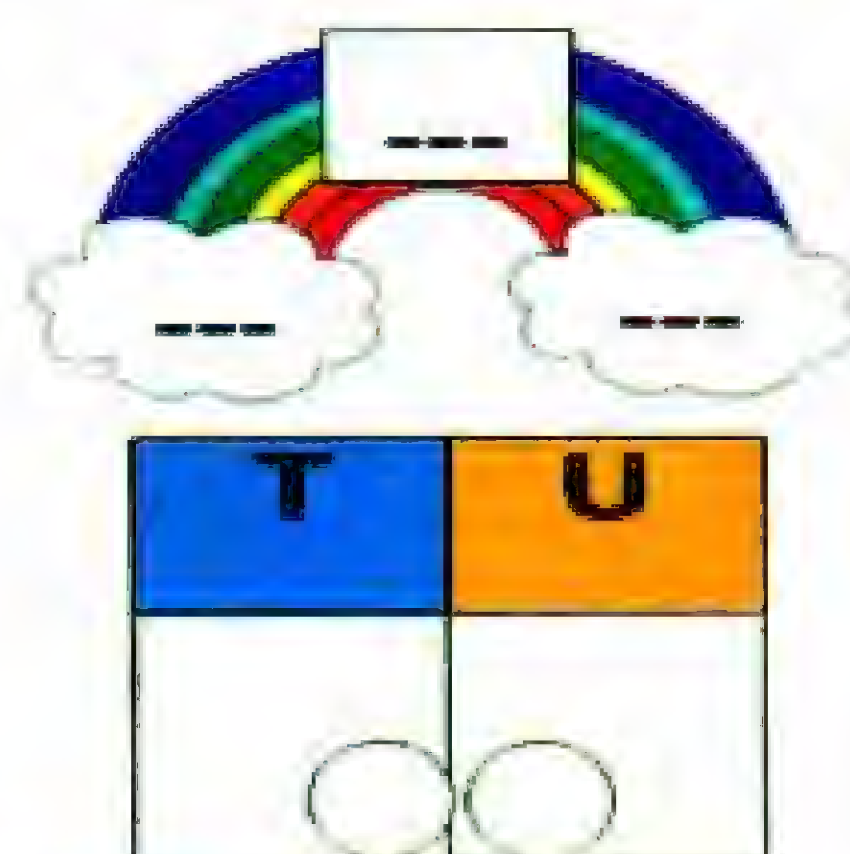


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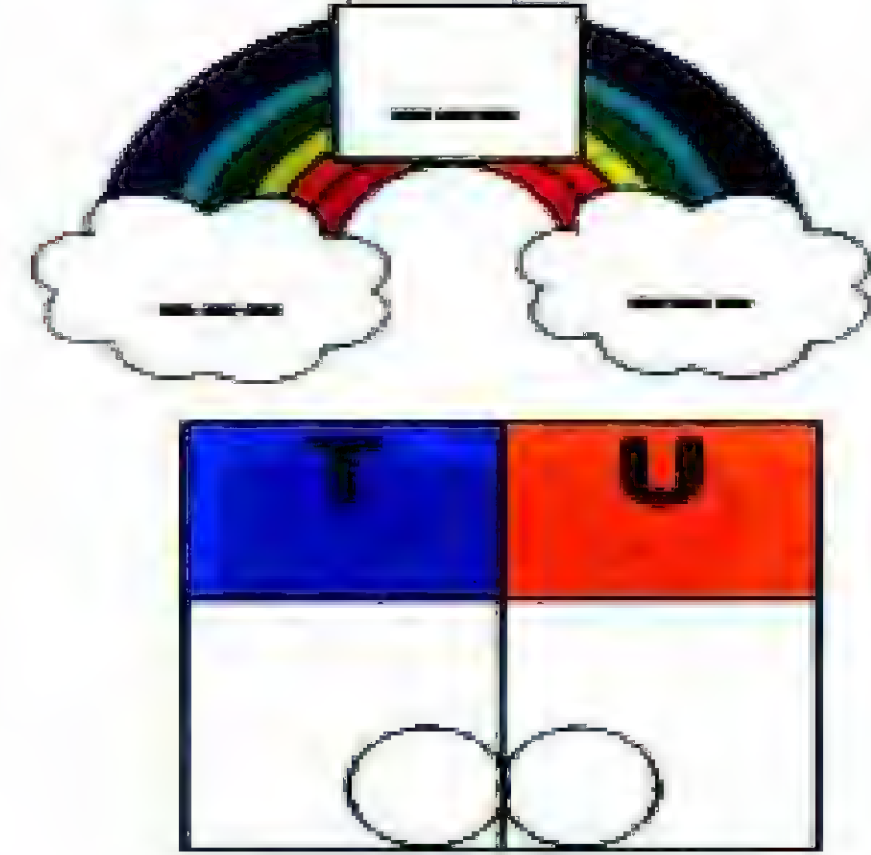
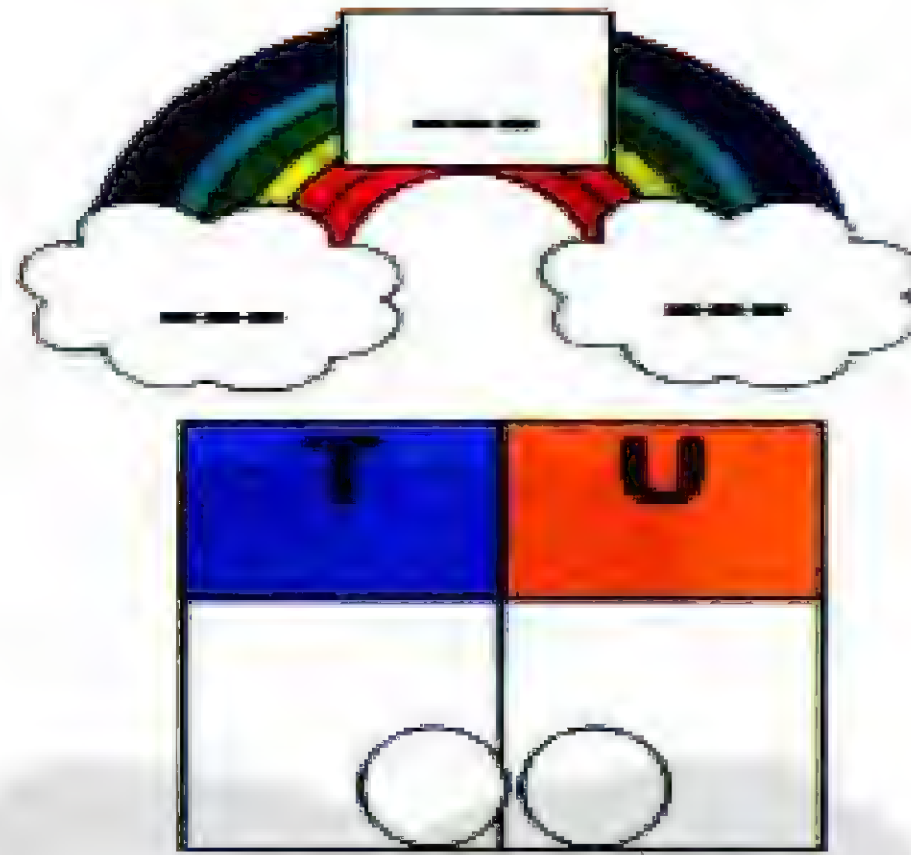
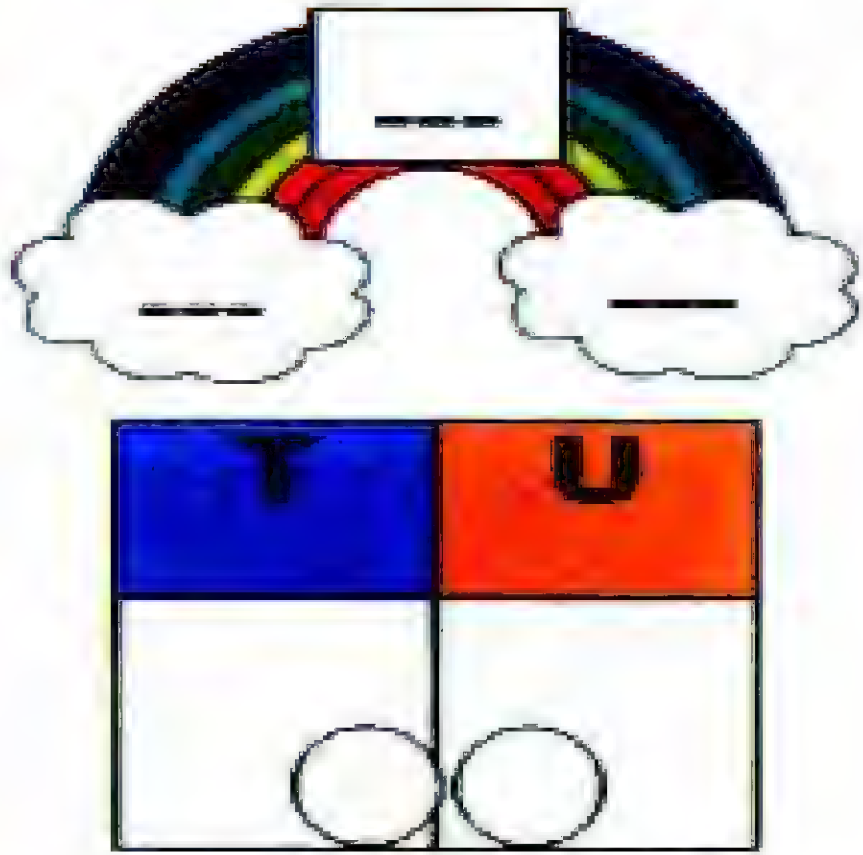


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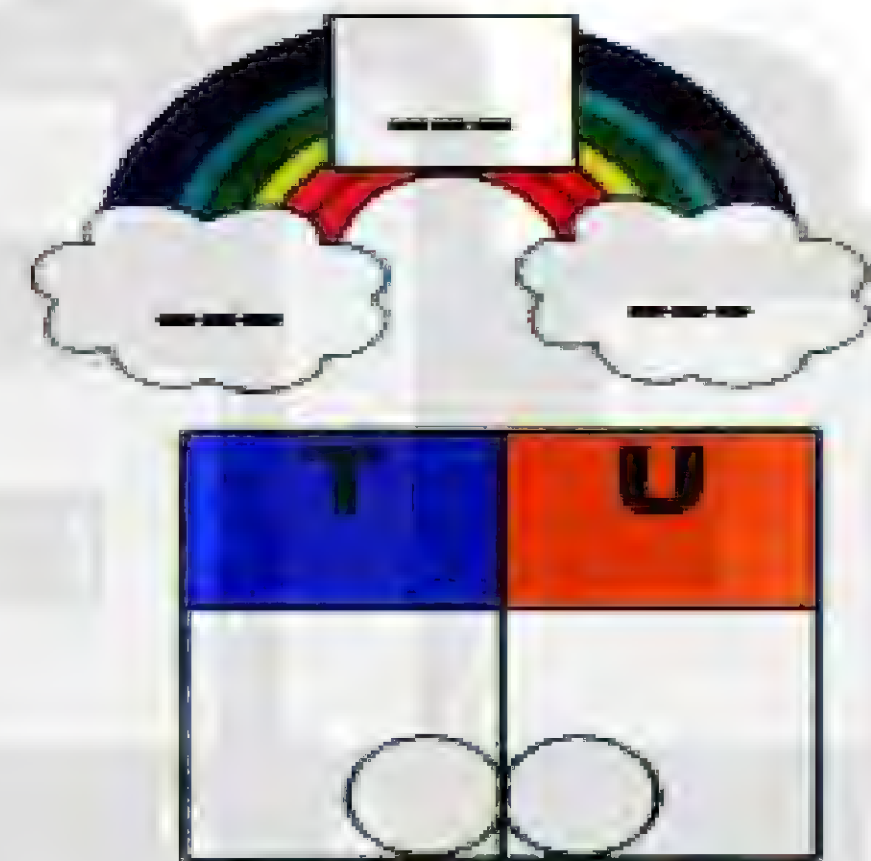
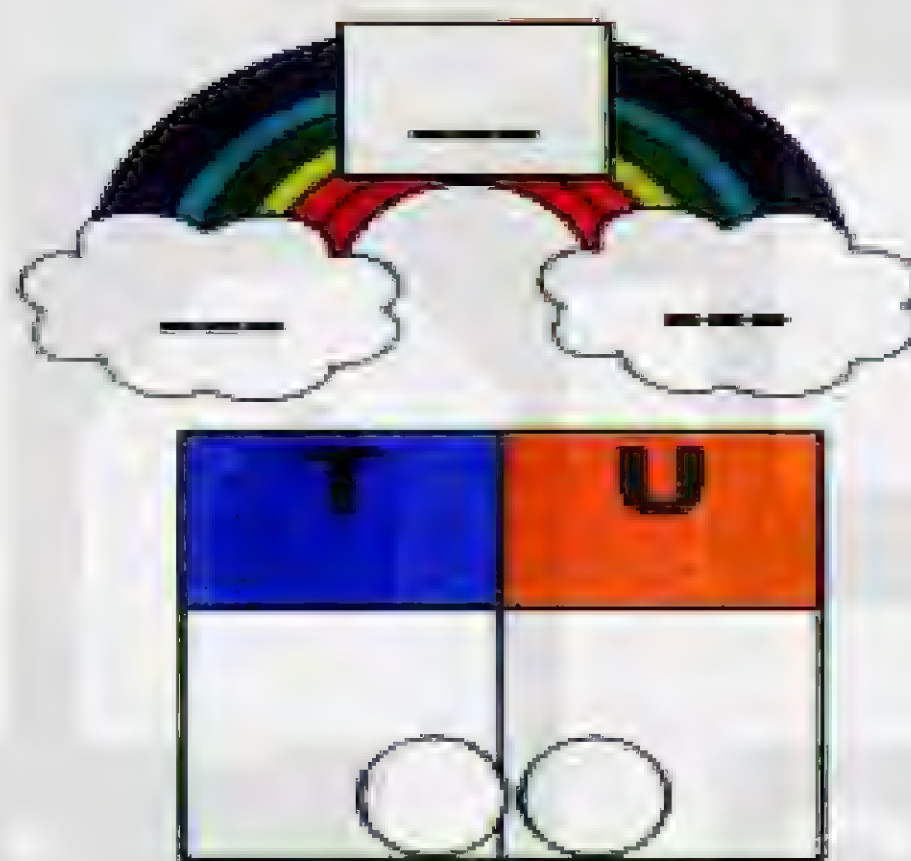
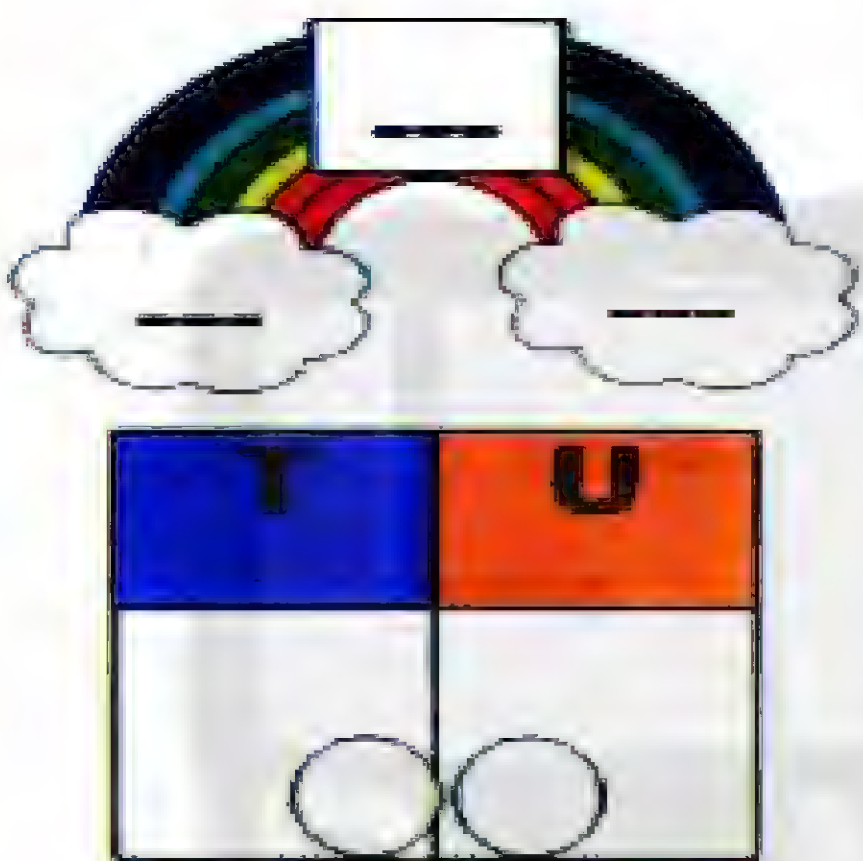


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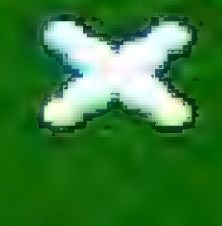
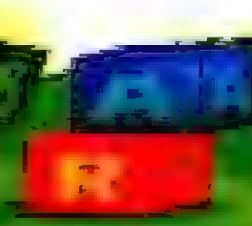
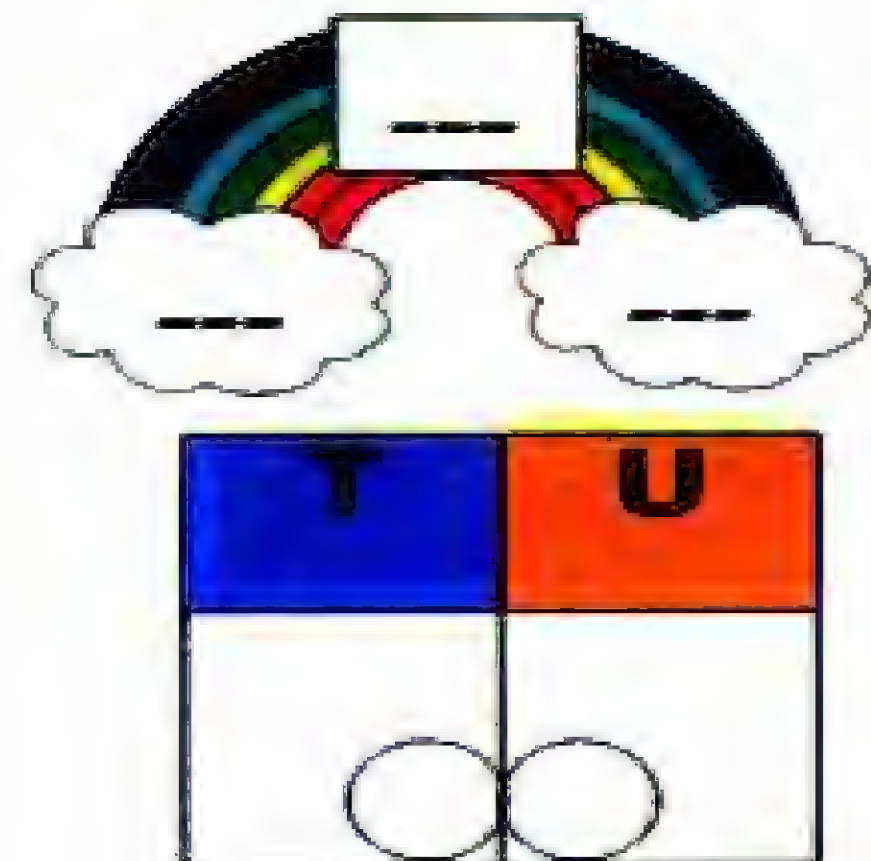
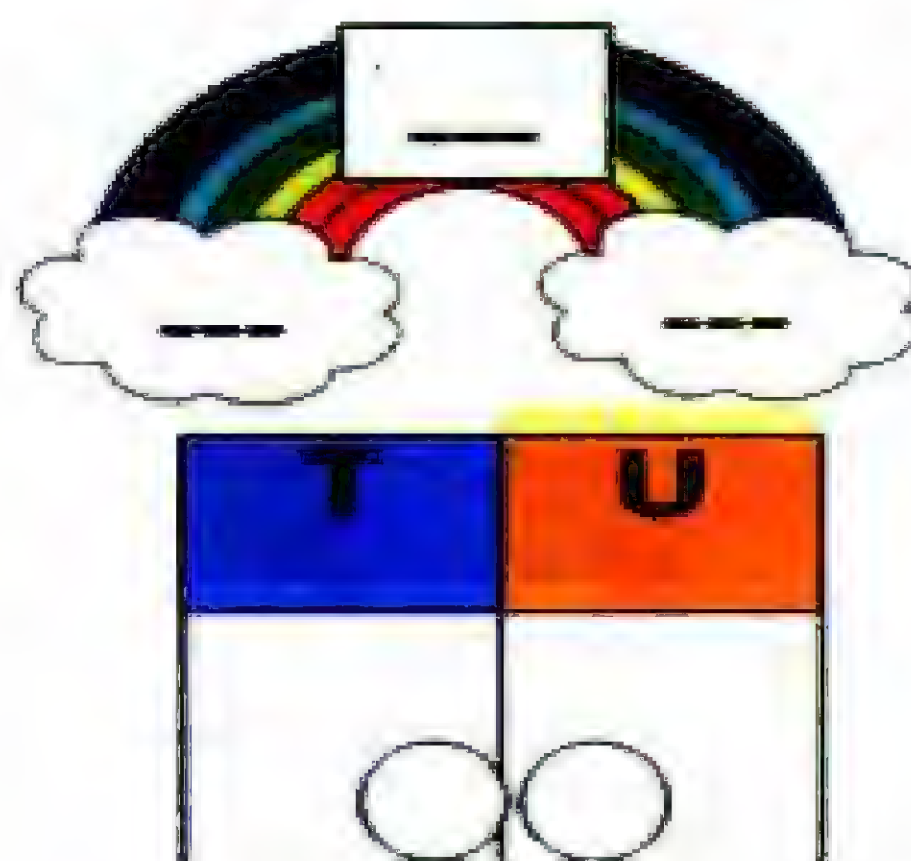
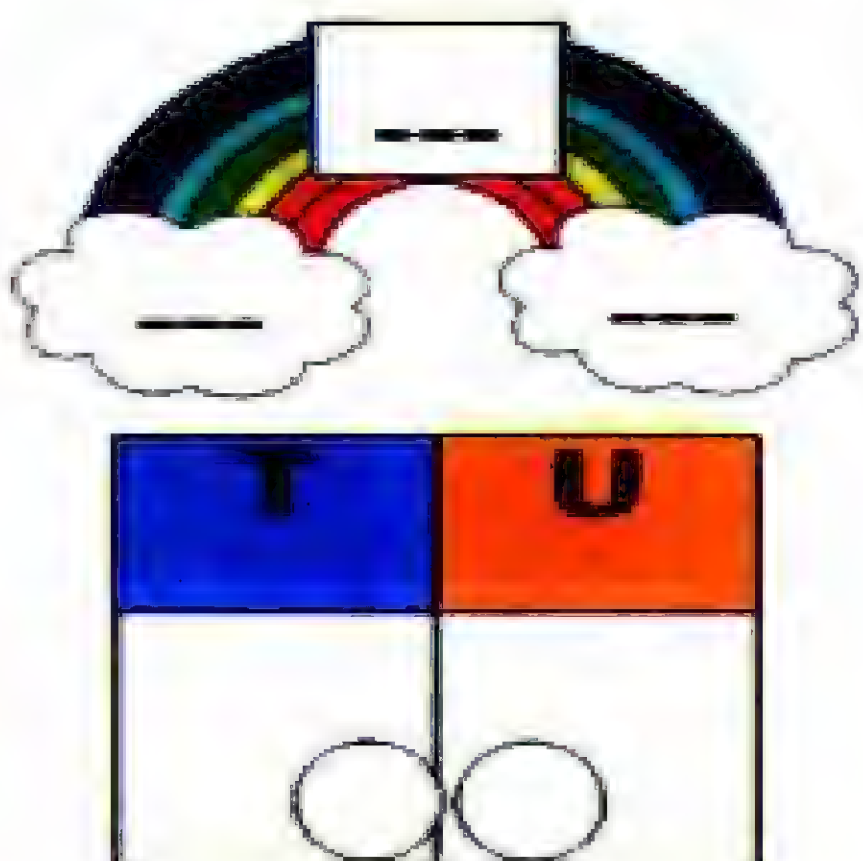


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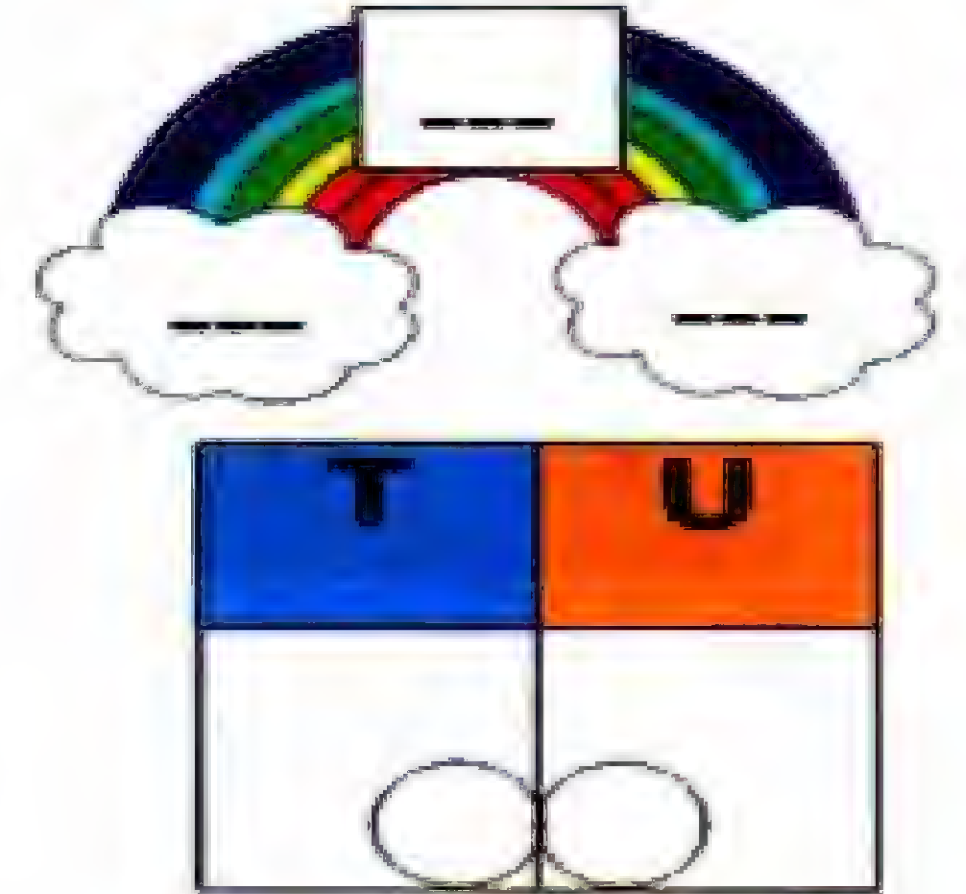
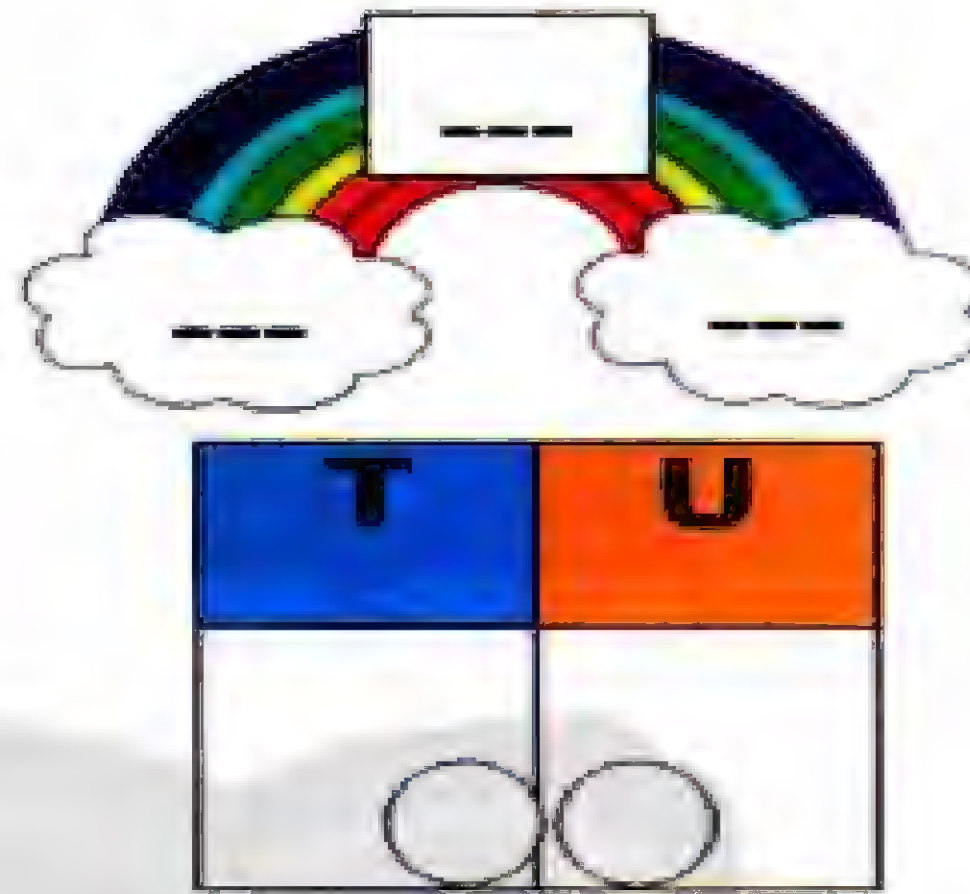
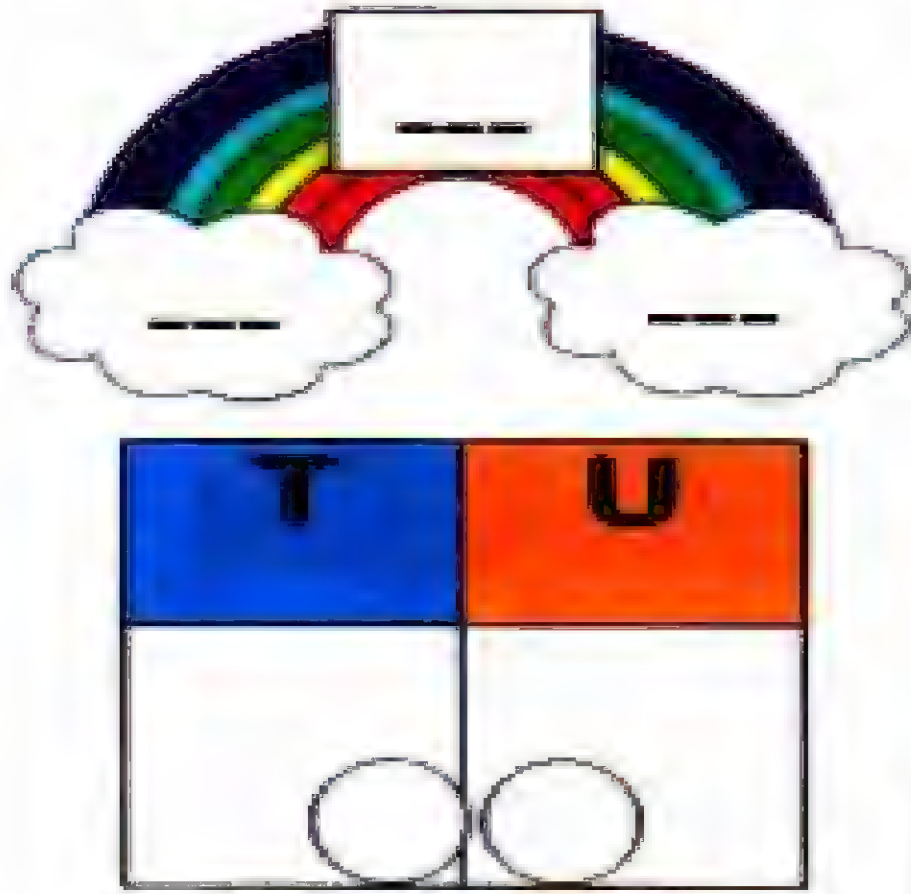


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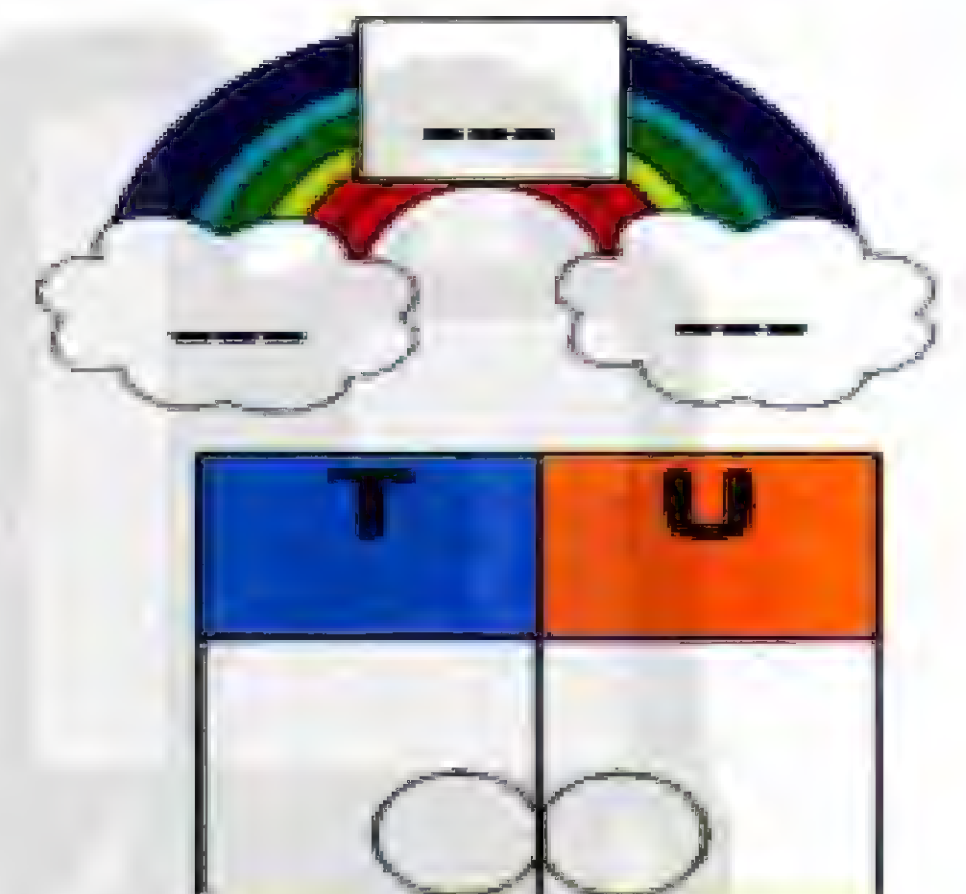
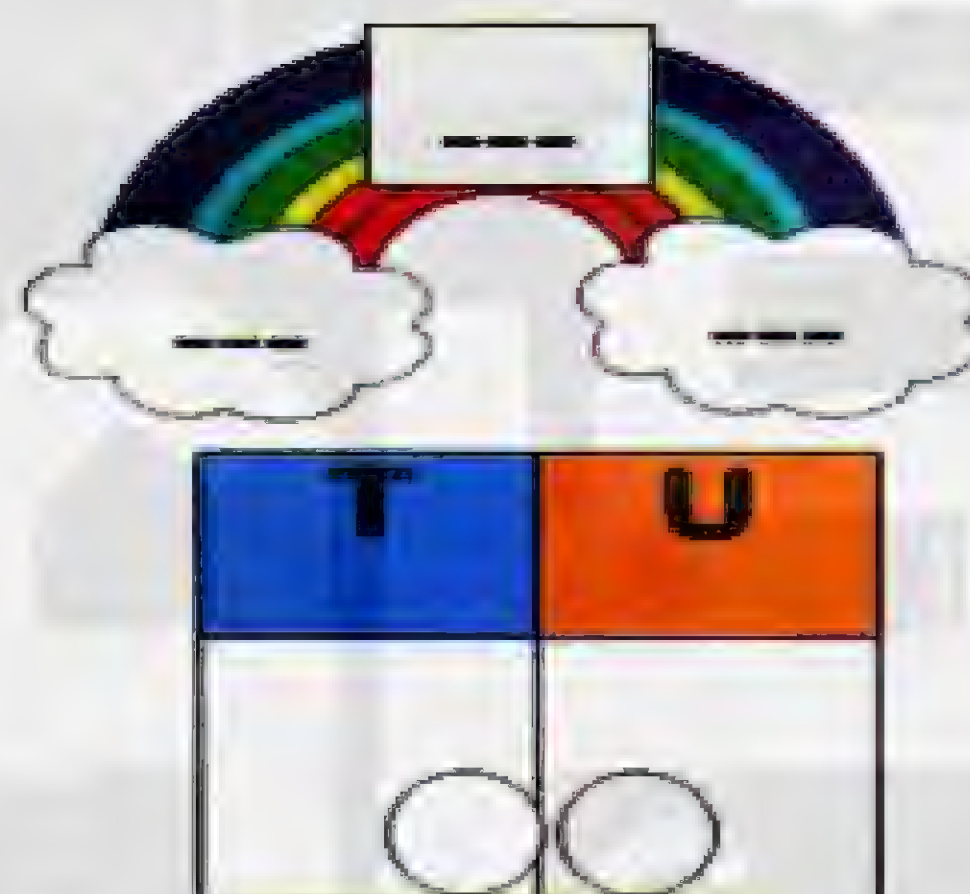
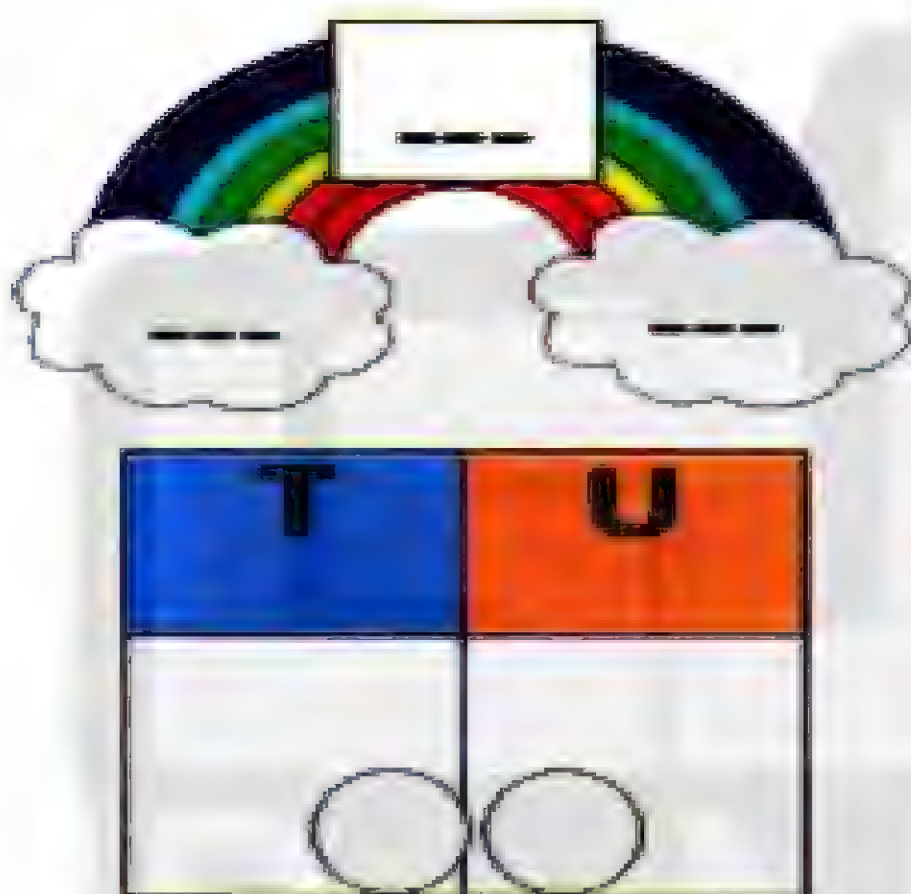


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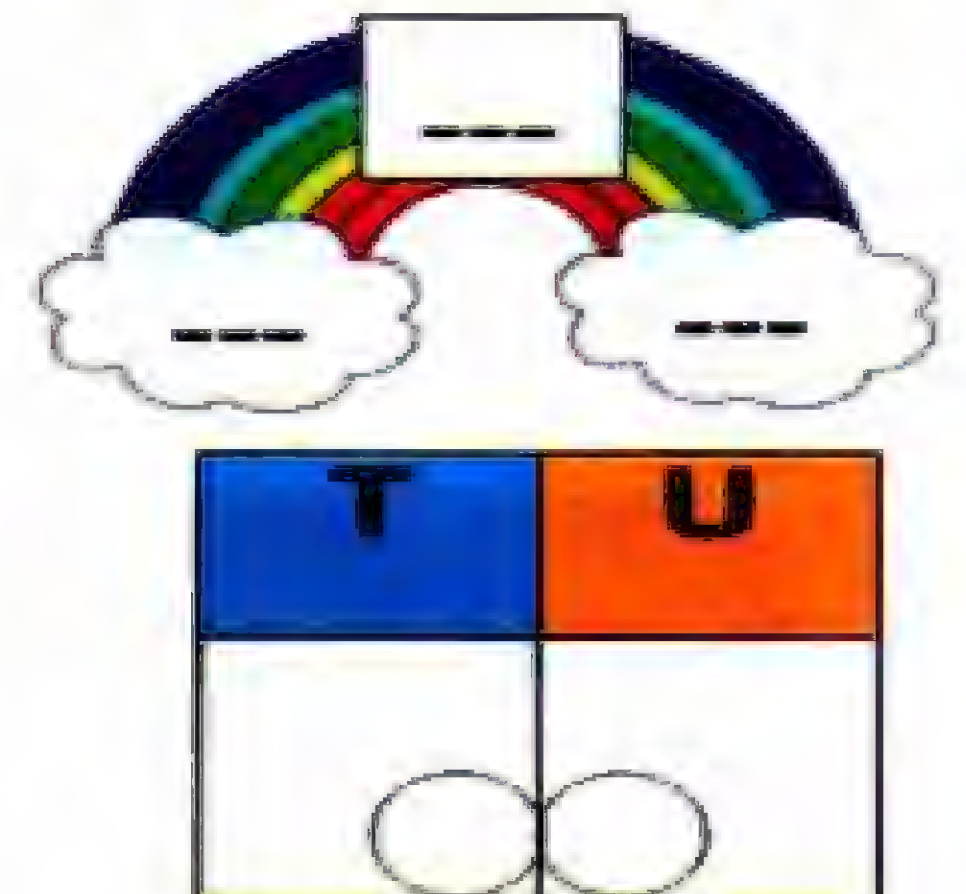
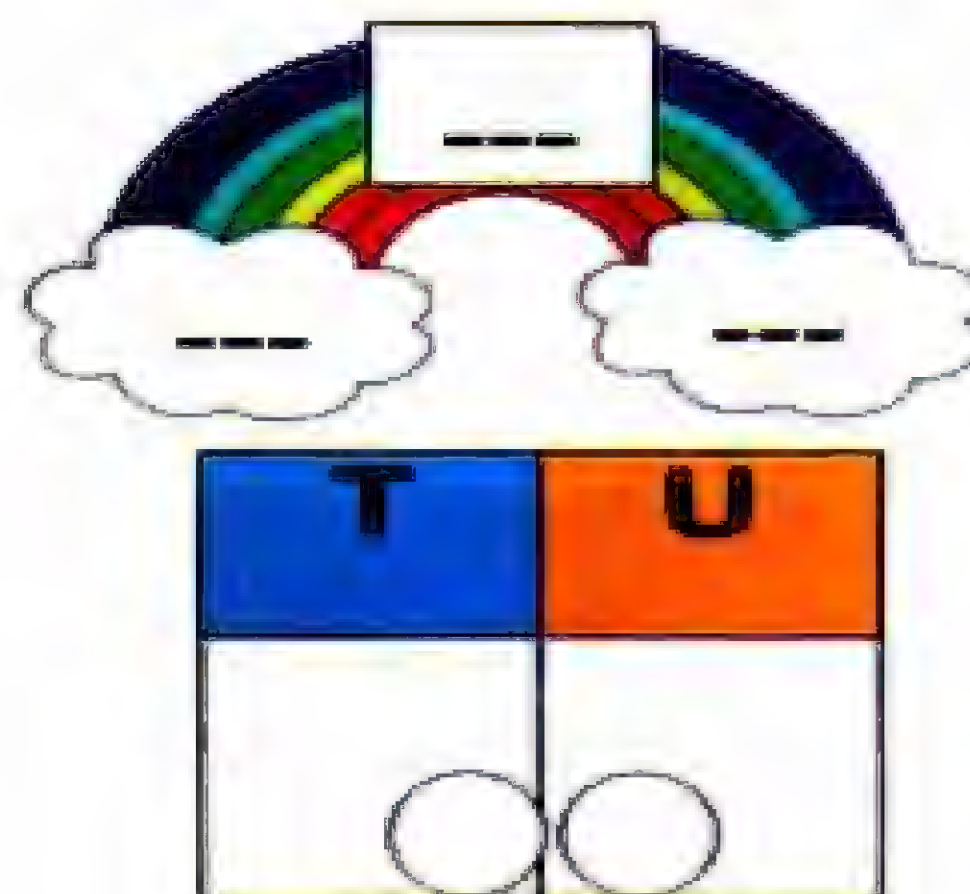
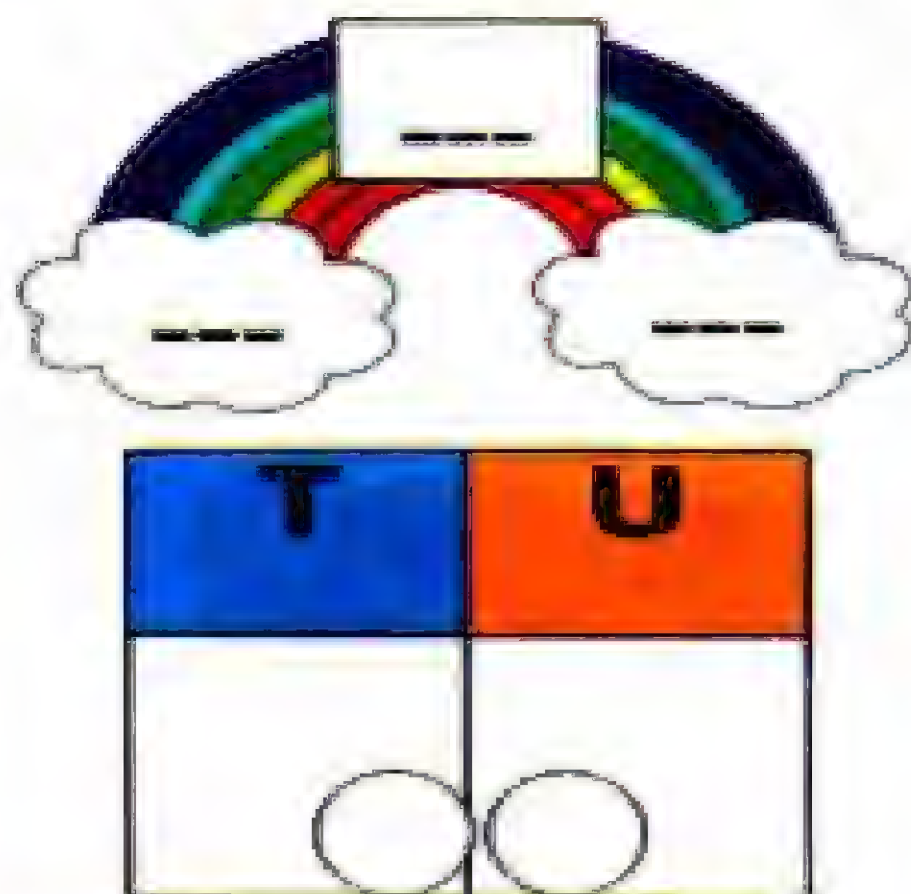


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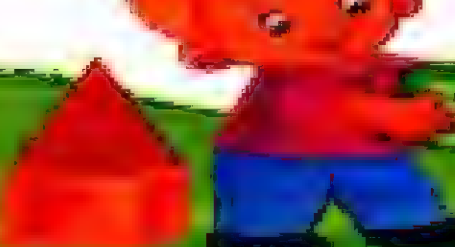
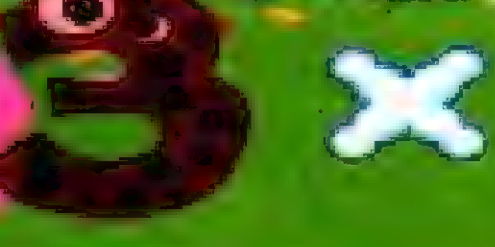
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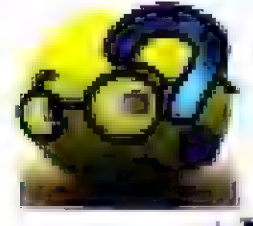


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Word problems on addition



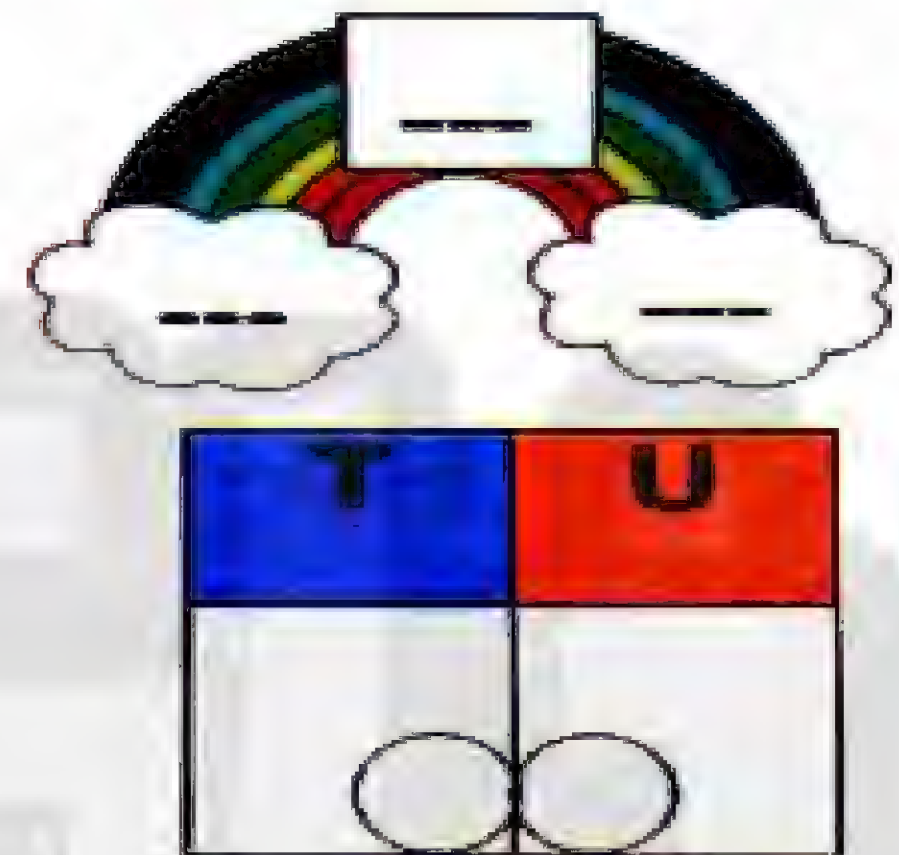
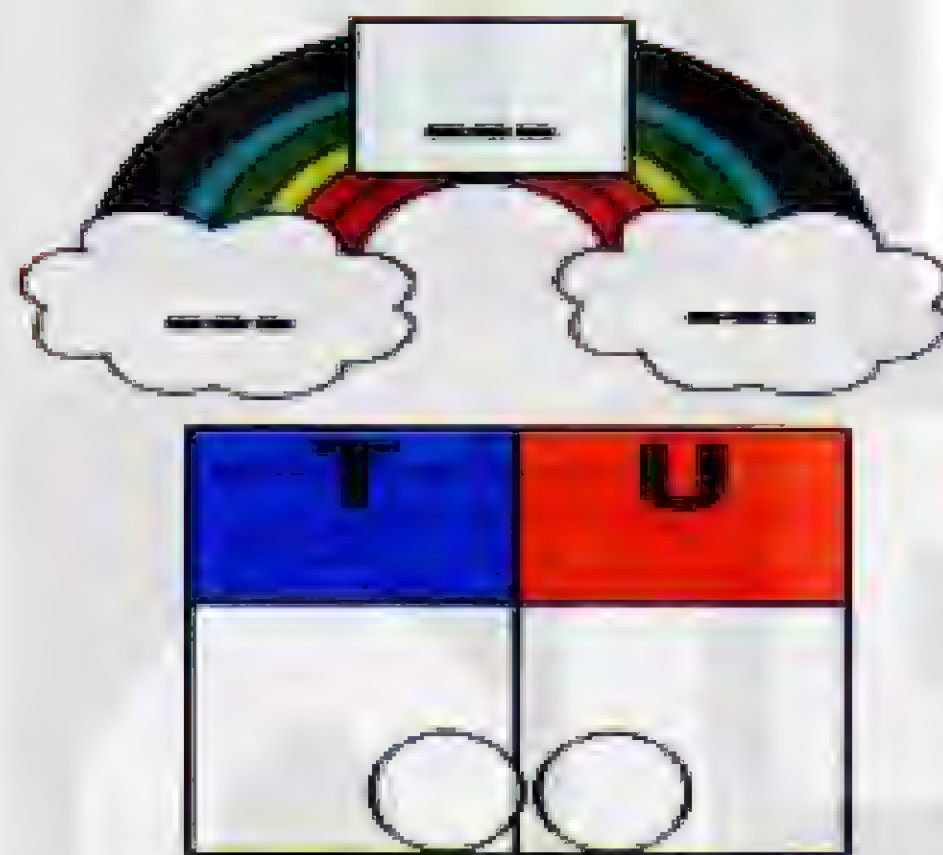
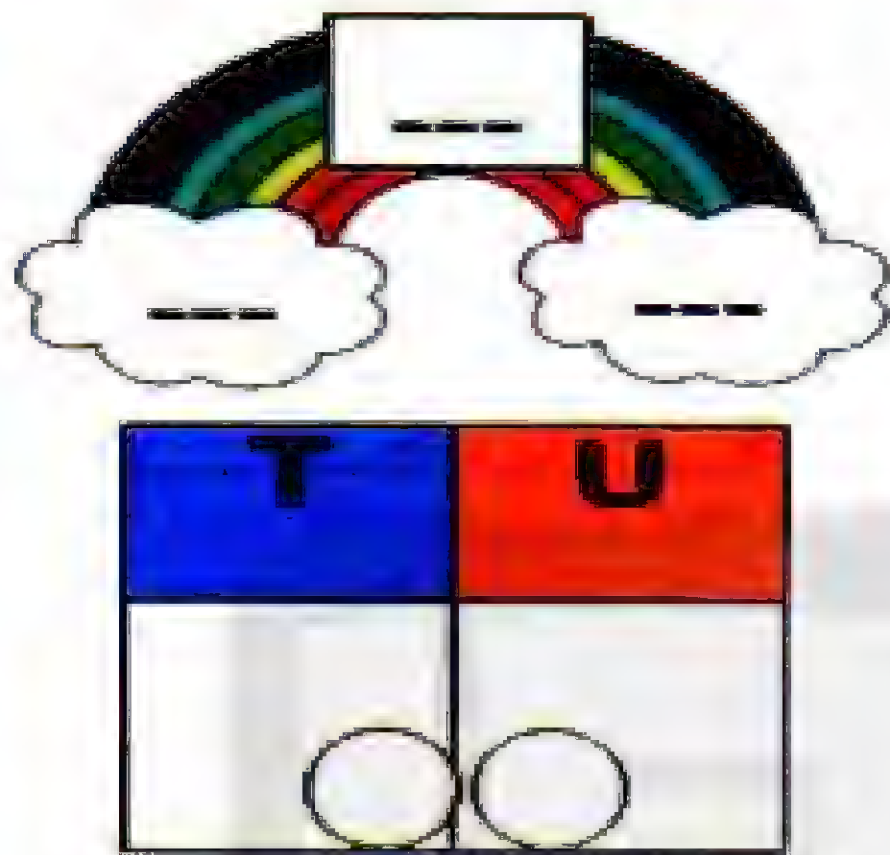
Use the two ways of decomposing a number to find the result .

Ms. Hala has 21 pigeons and 17 finches in her aviary. How many more pigeons does she have?



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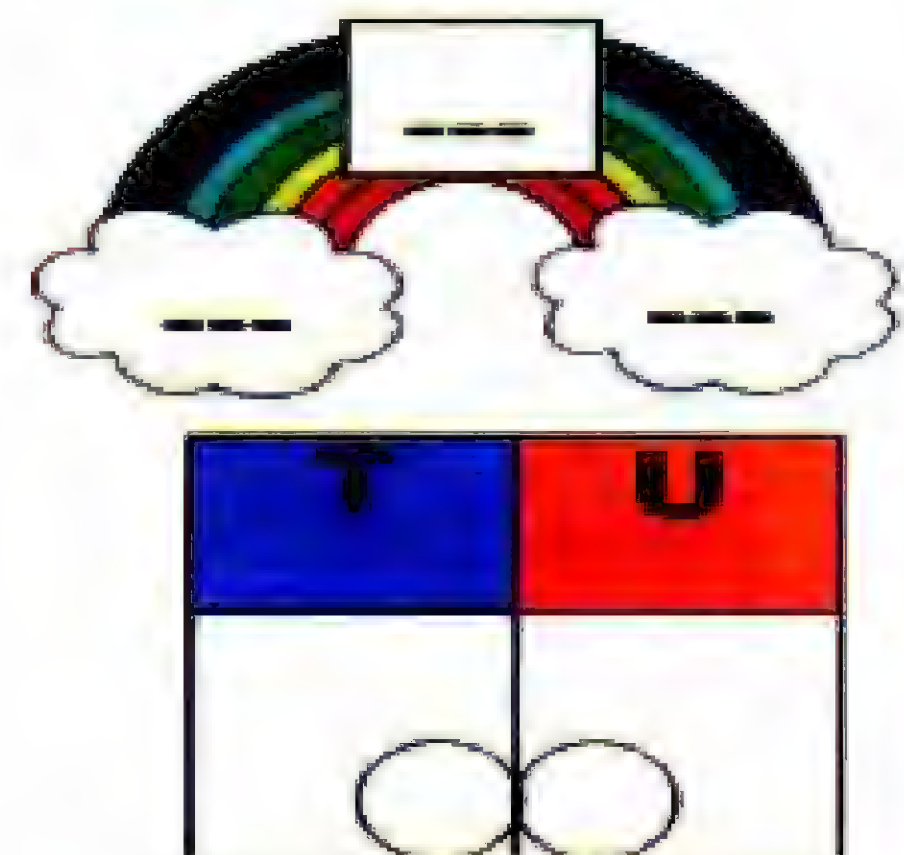
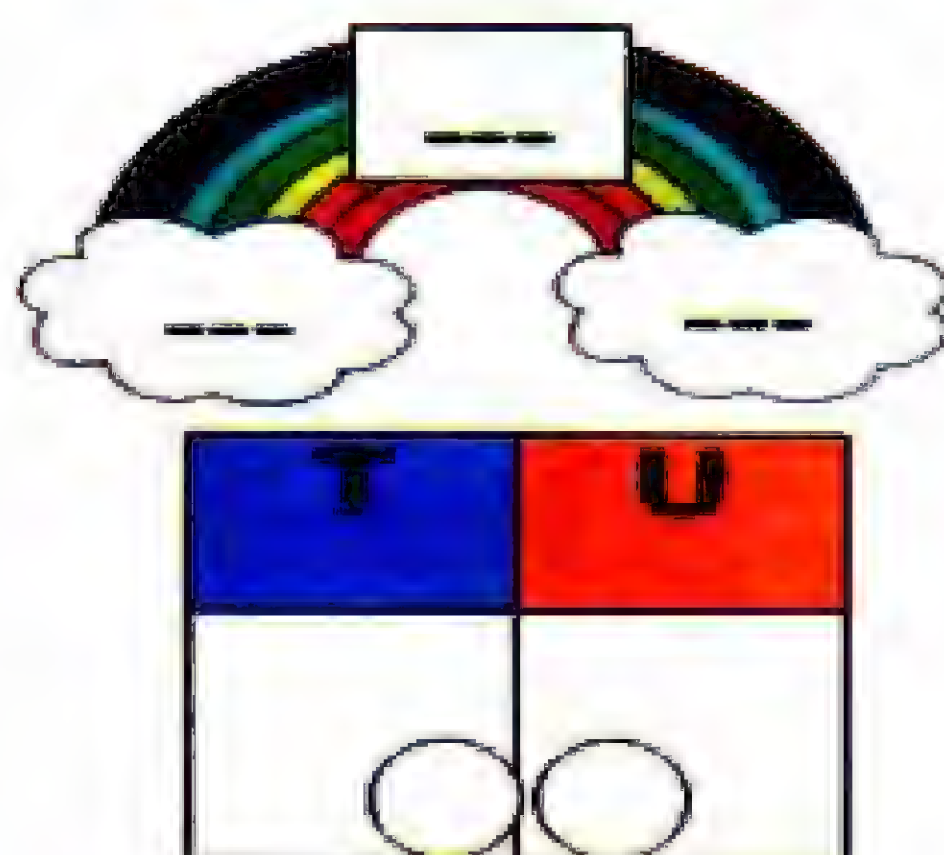
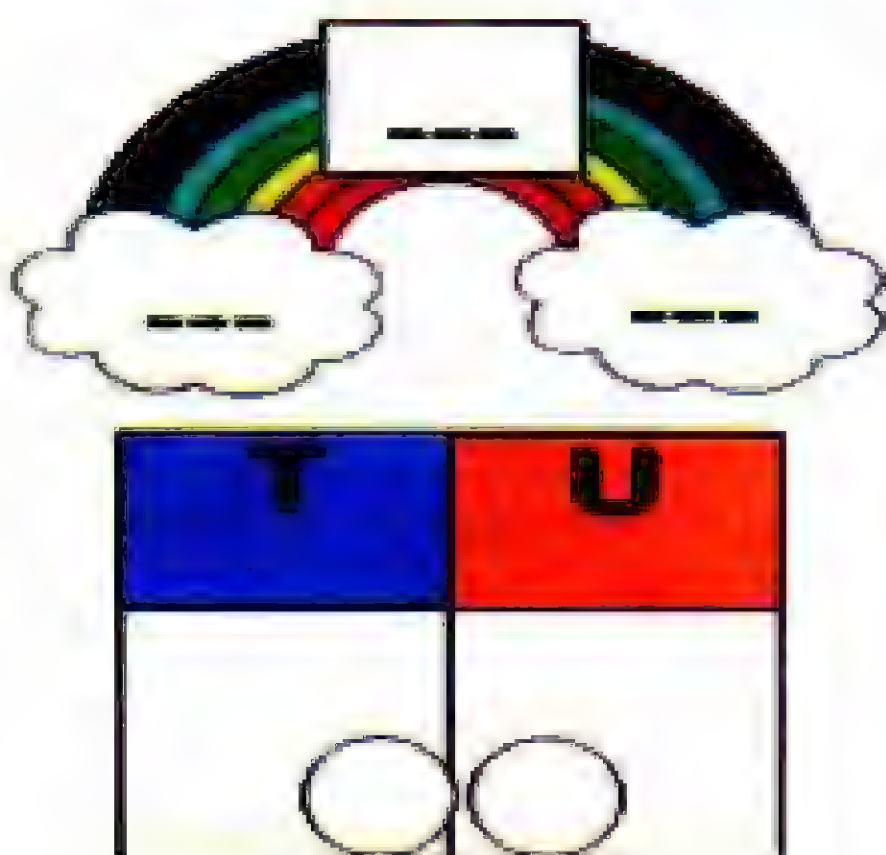


Baher has 53 cherry trees. 24 are saplings (young trees). How many grown trees does Baher have?



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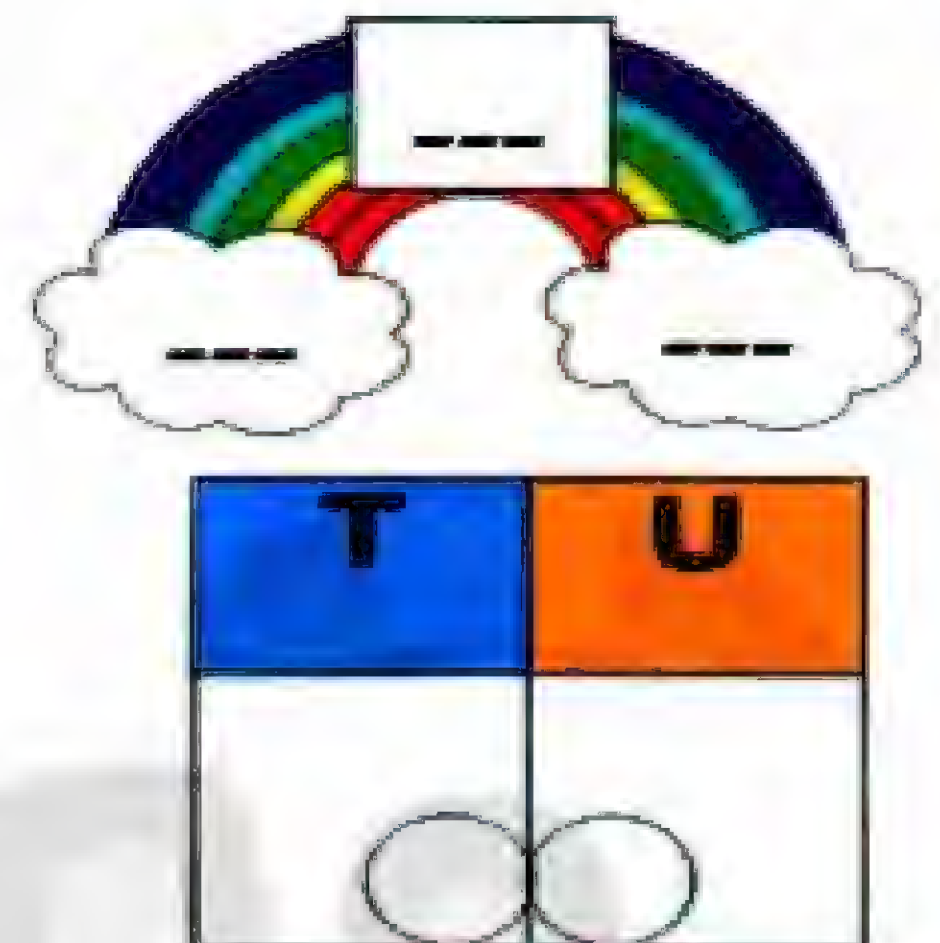
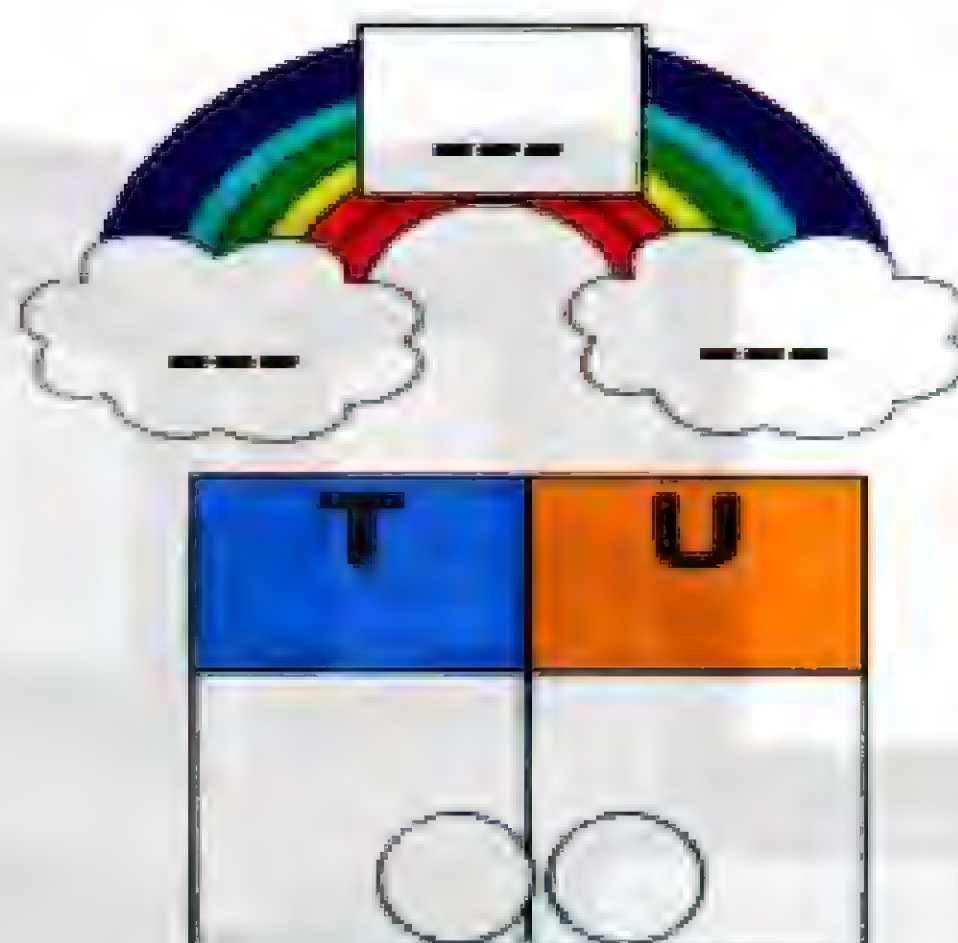
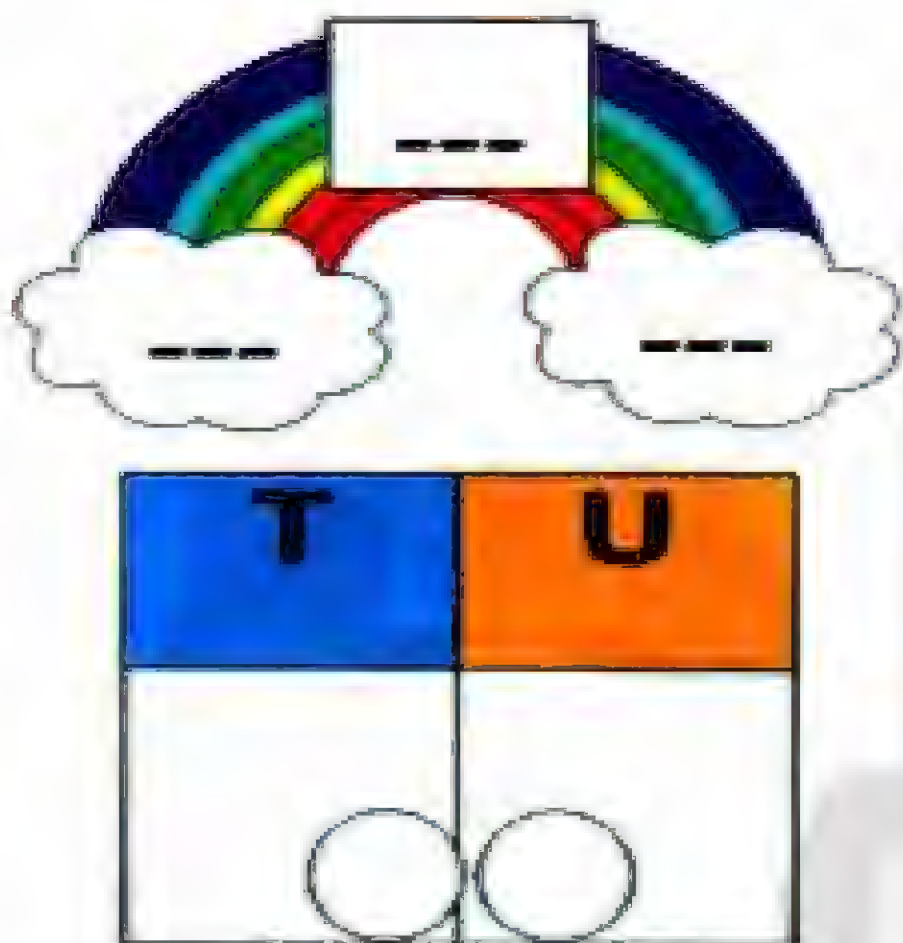




I counted 27 butterflies in the garden yesterday. Now I see only 14. How many flew away?



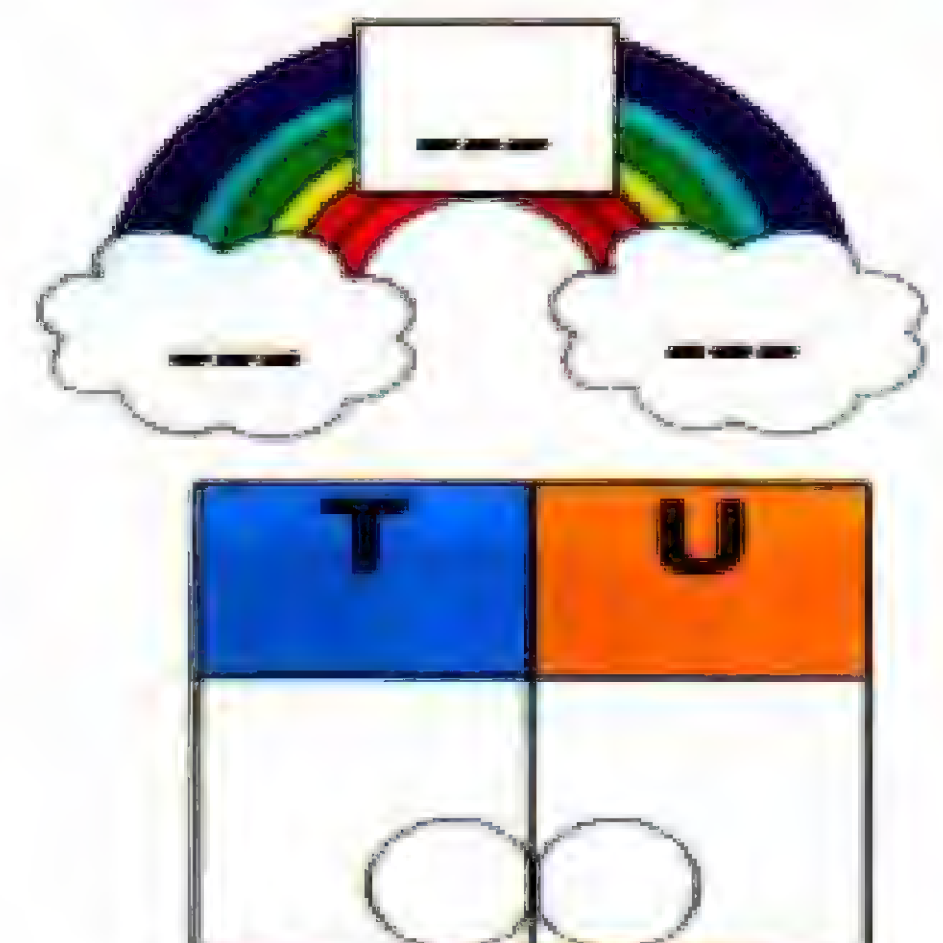
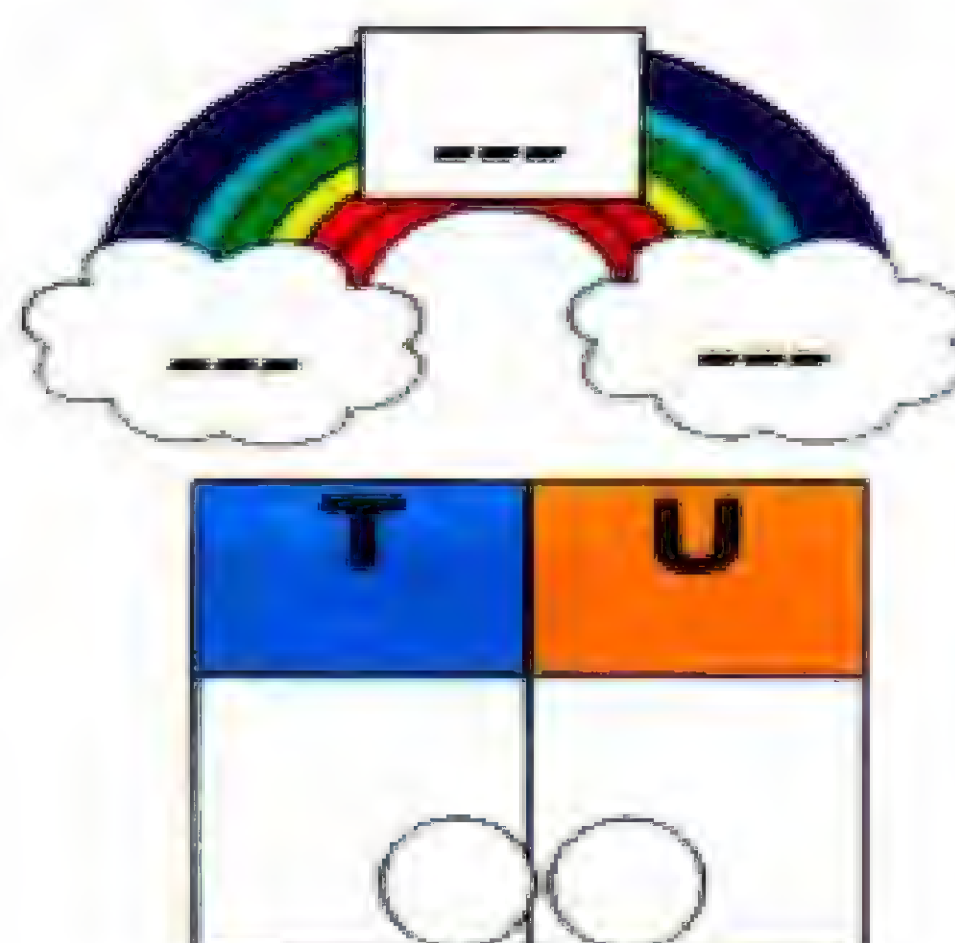
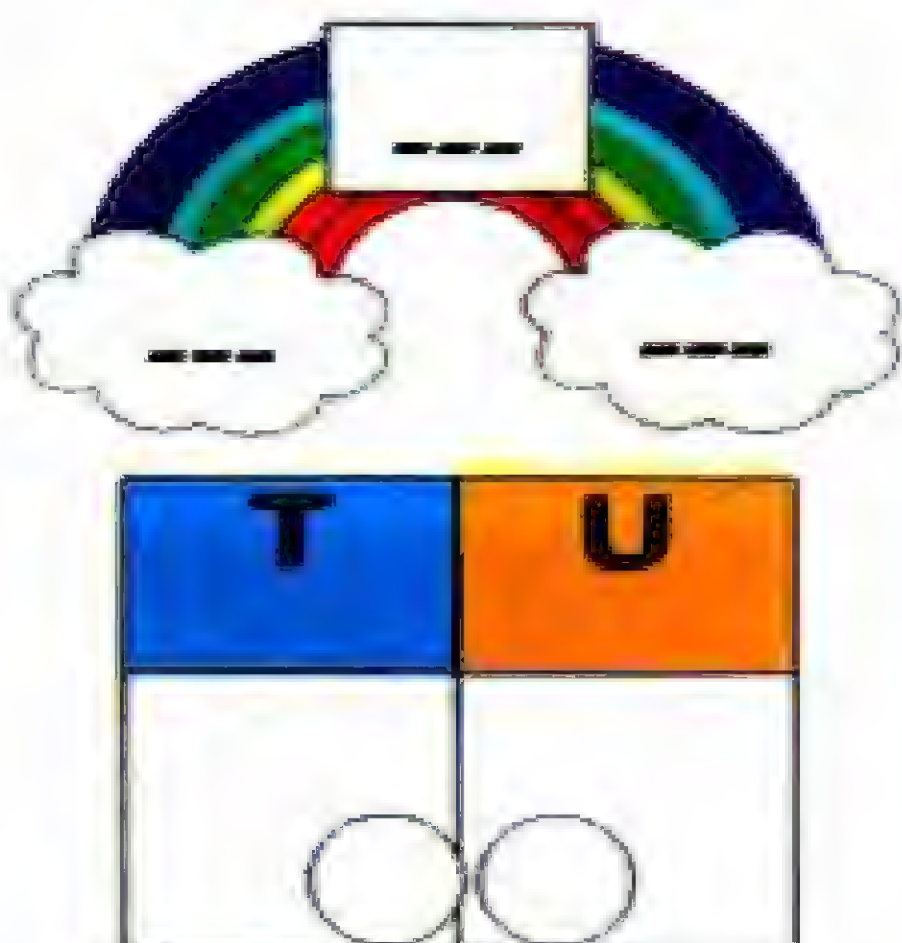
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There were 67 kittens at the animal rescue shelter on Friday. 42 found loving homes on Saturday. How many kittens remain on Sunday?



$$\boxed{\text{----}} - \boxed{\text{----}} = \boxed{\text{----}}$$



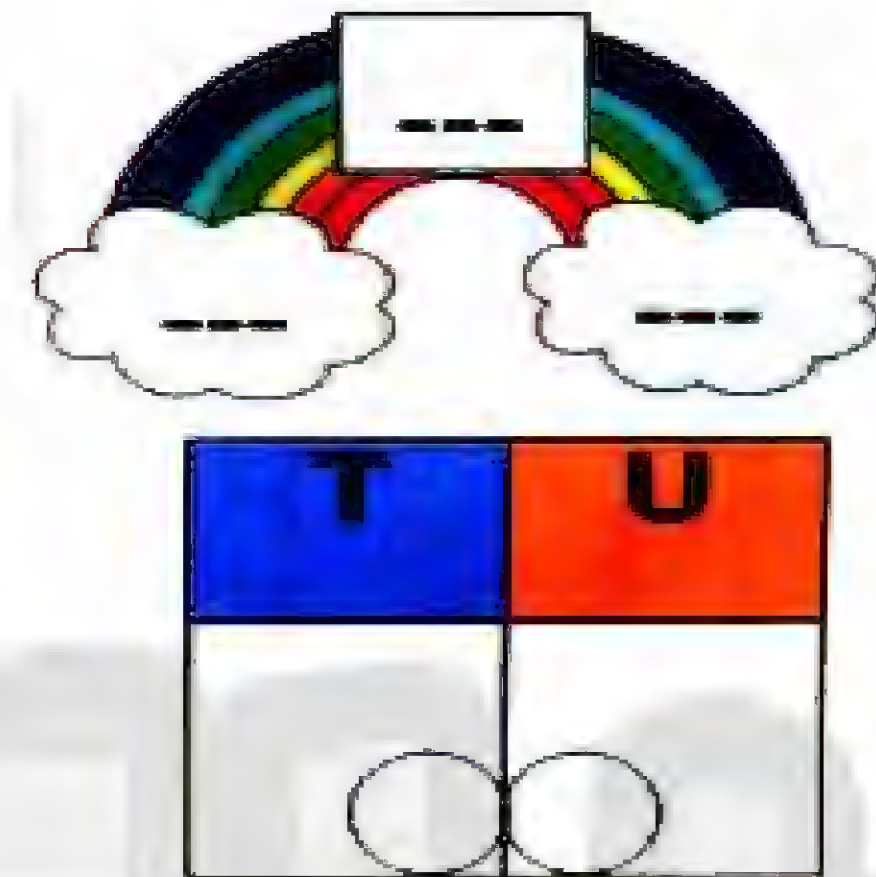
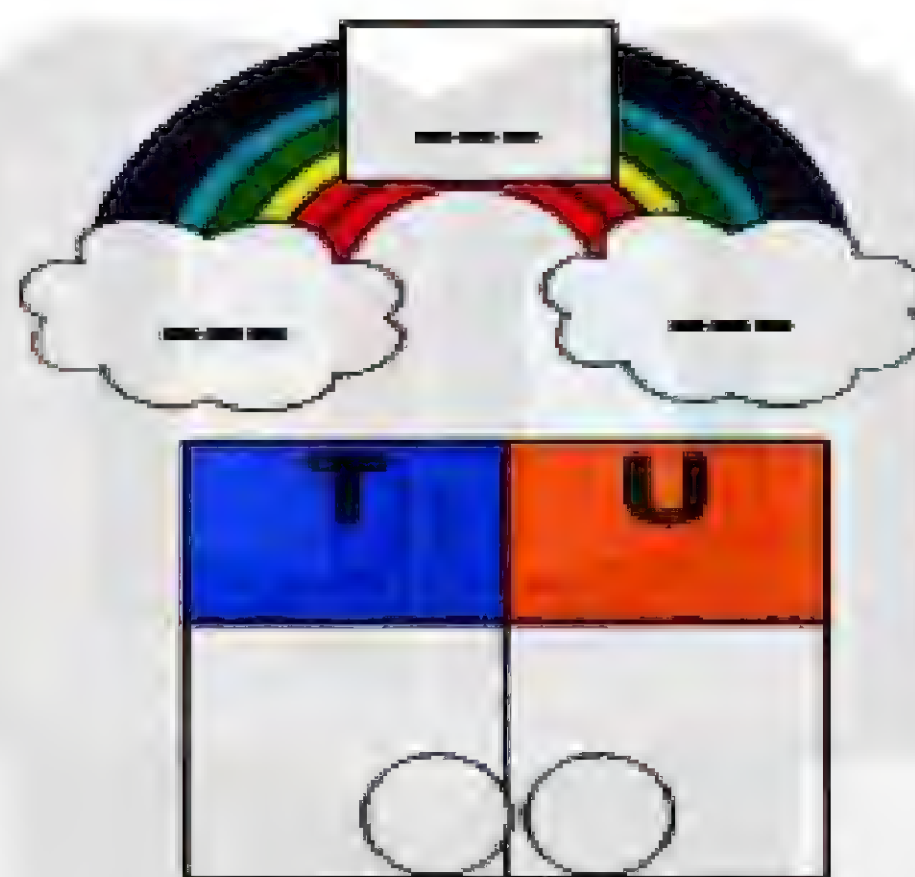
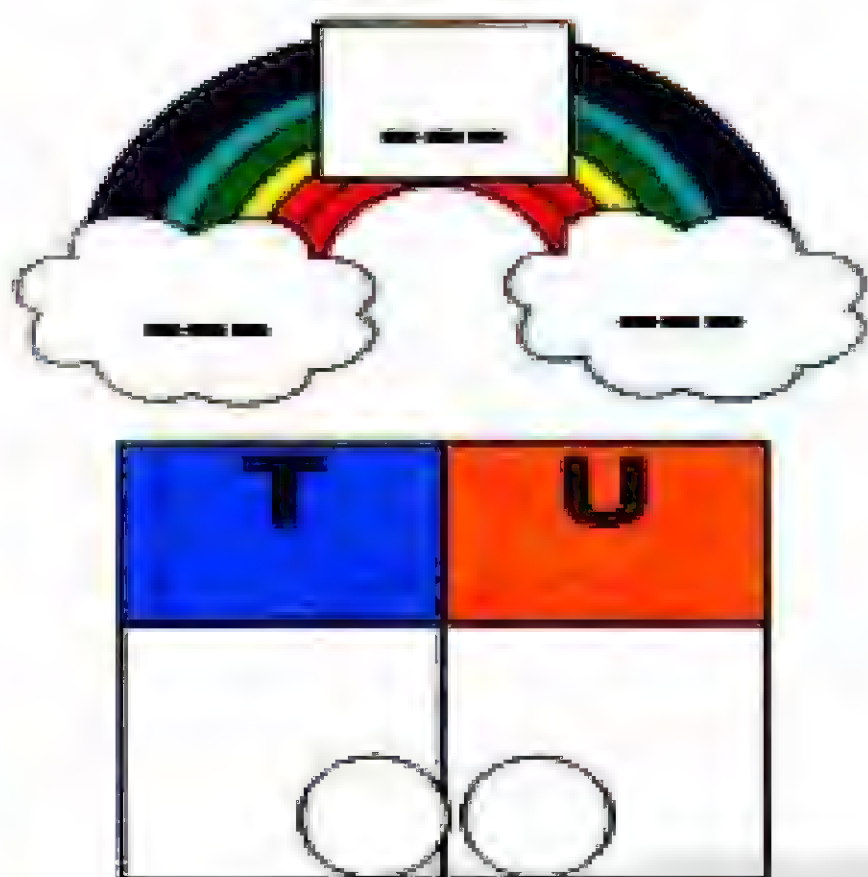


Mark had 57 fun pack tickets. At the end of the day he only had 4. How many did he sell ?



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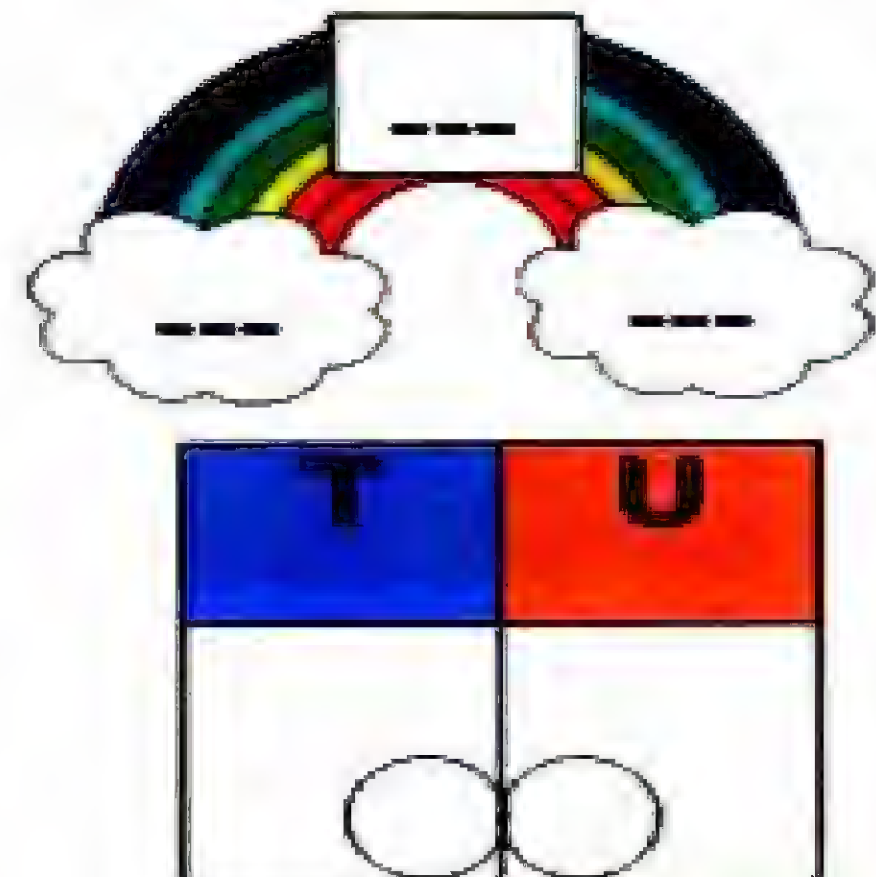
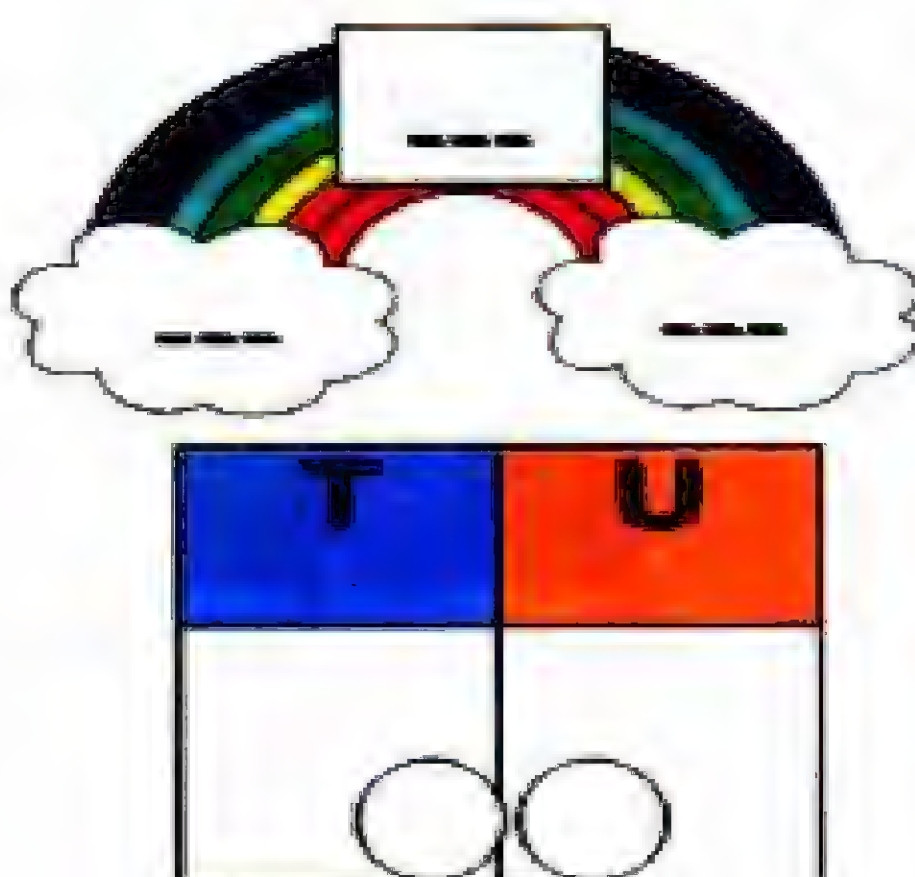
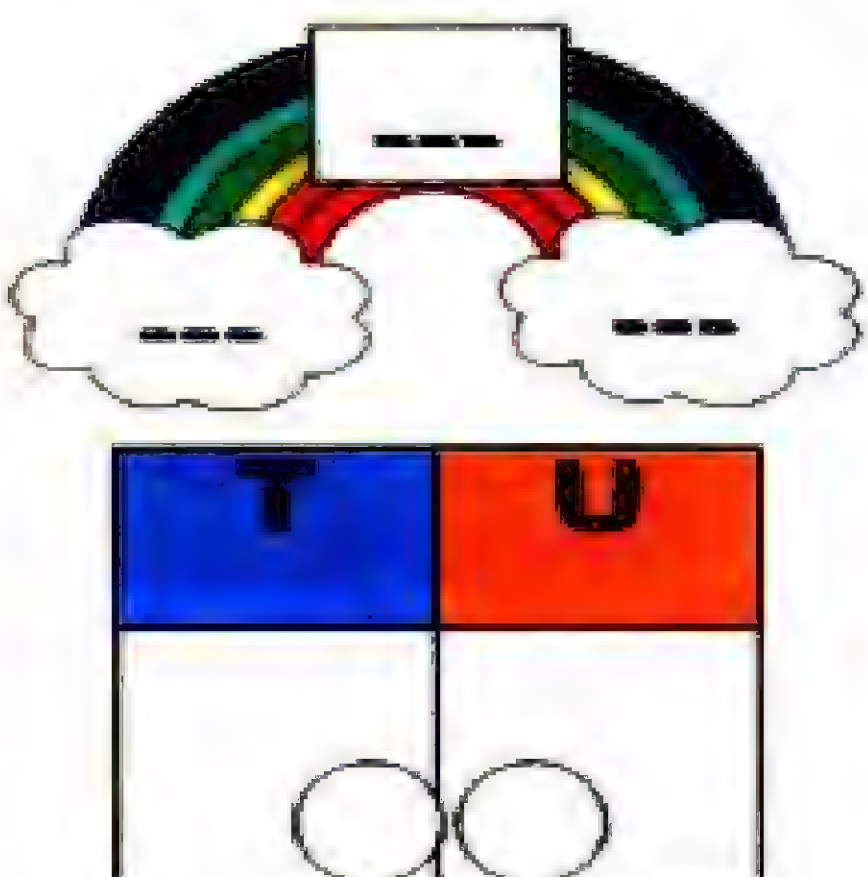


At the beginning of the day, Mark had 69 pretzels but by the end of the day he only had 18. How many did he sell?



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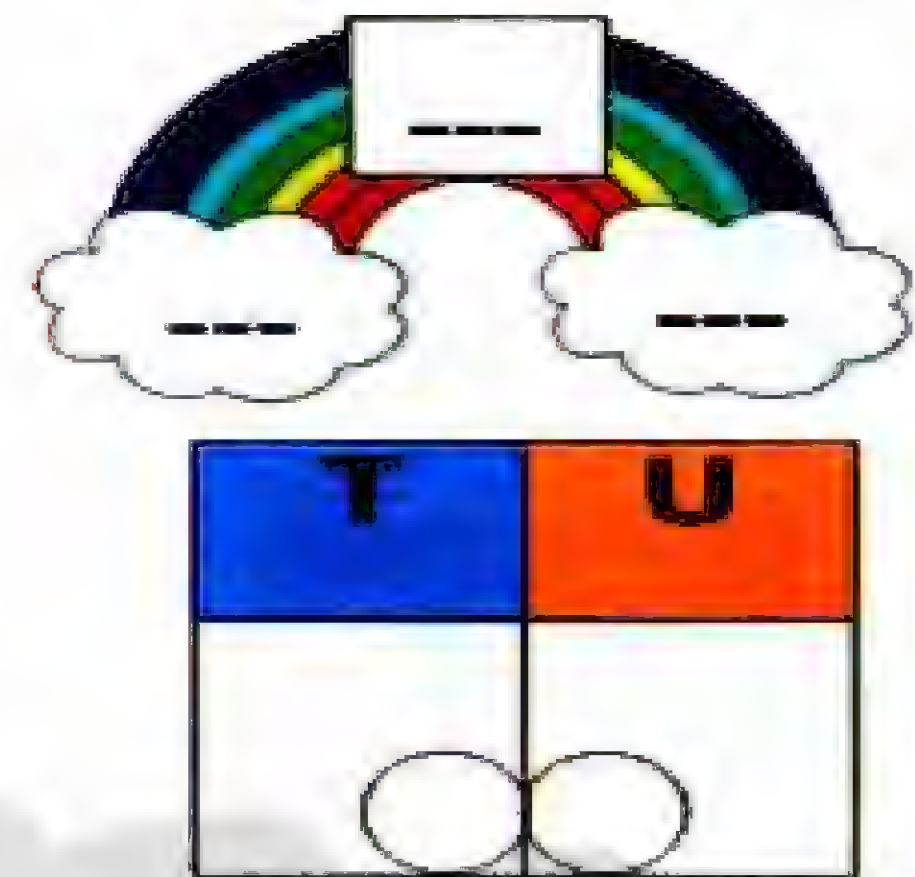
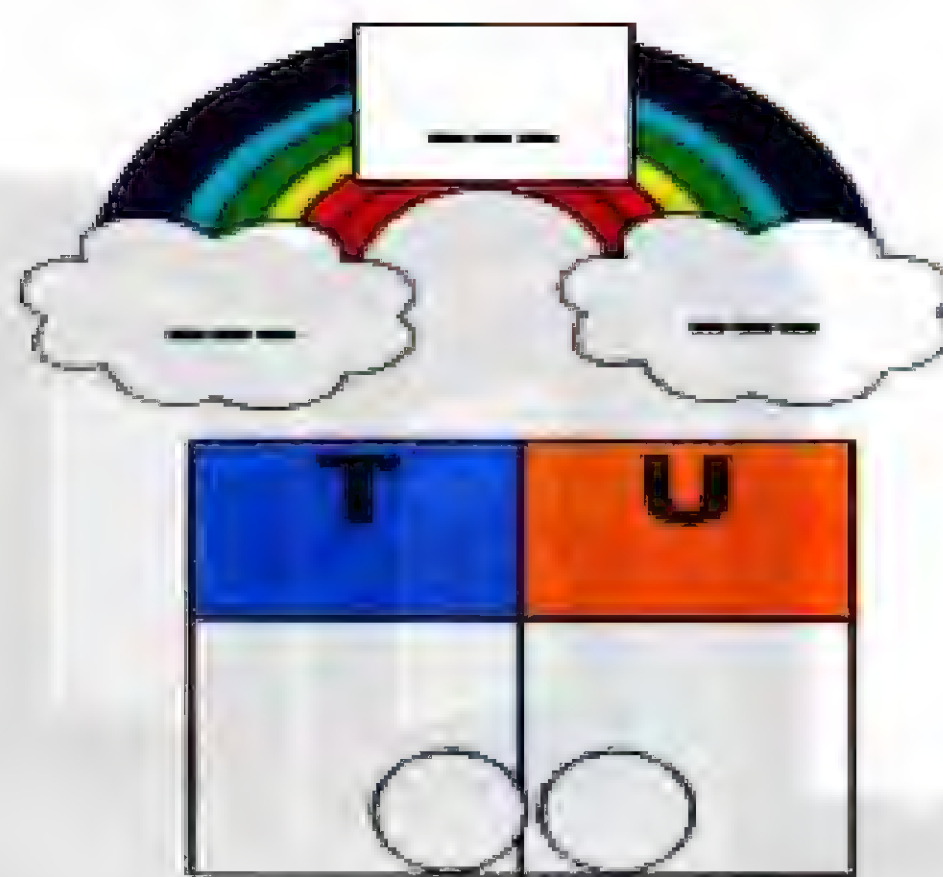
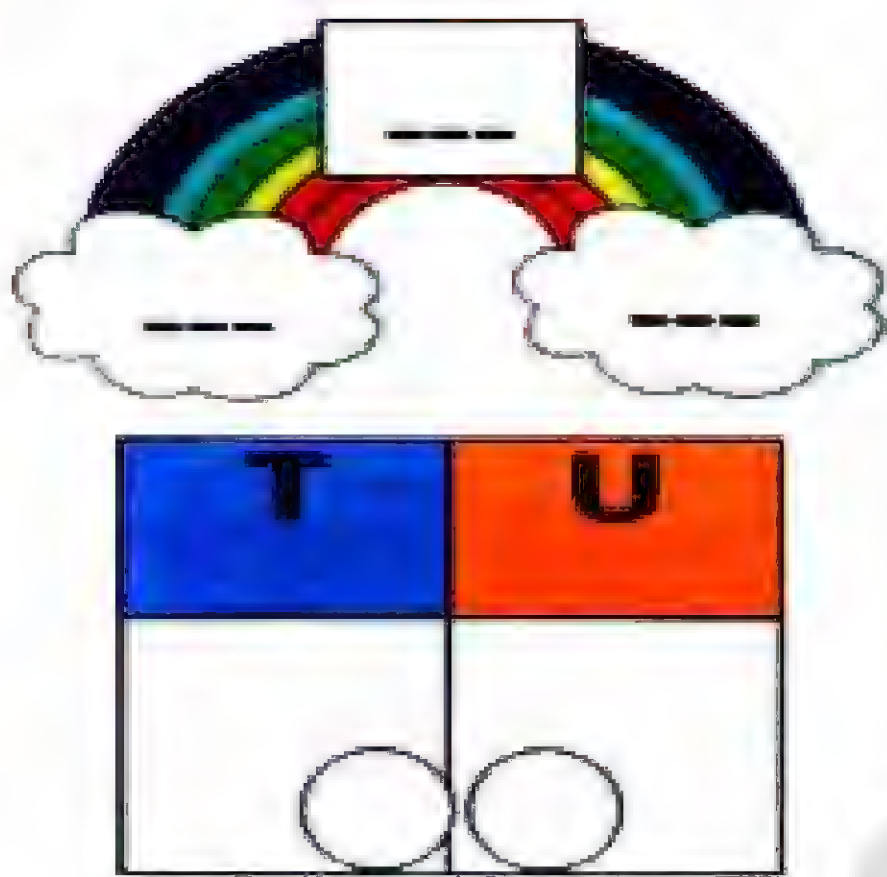




Mrs. Rodriguez had sixteen apples. She used Five to make a pie. How many apples are left?



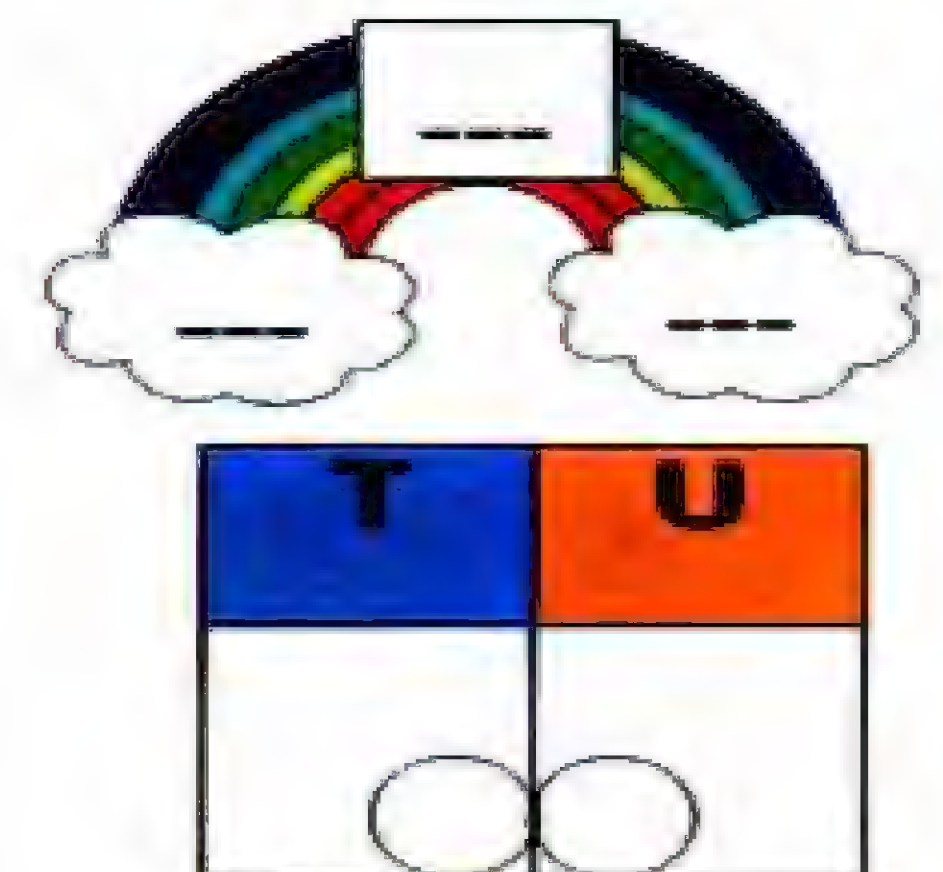
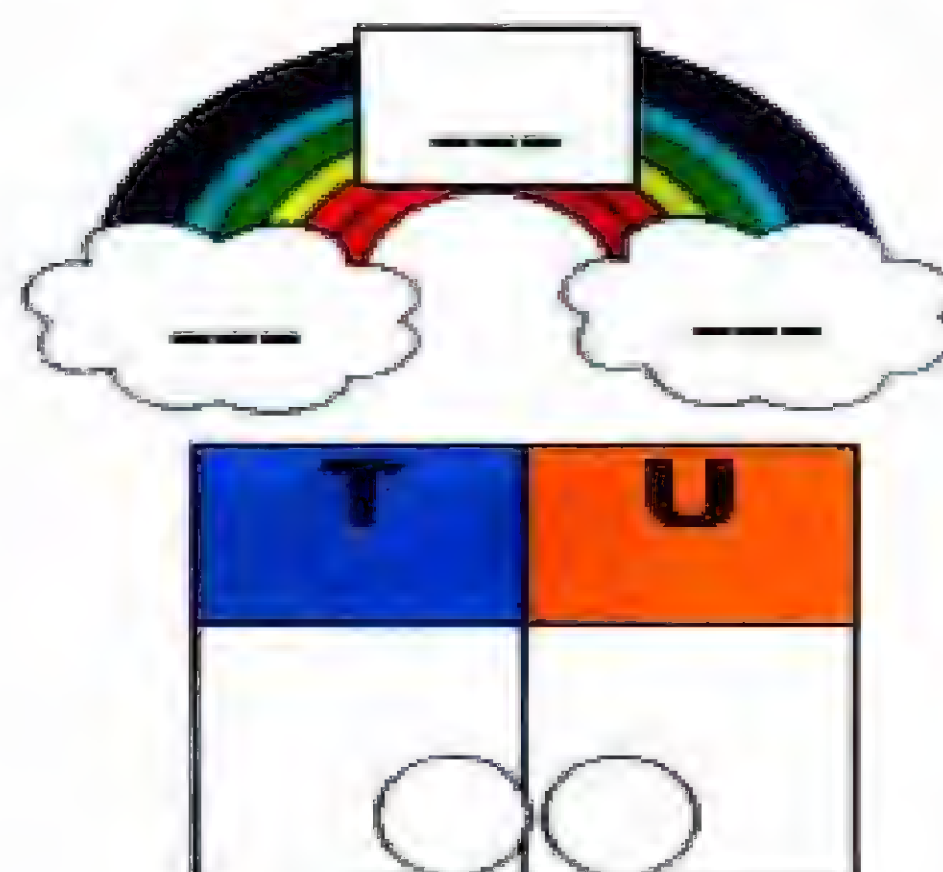
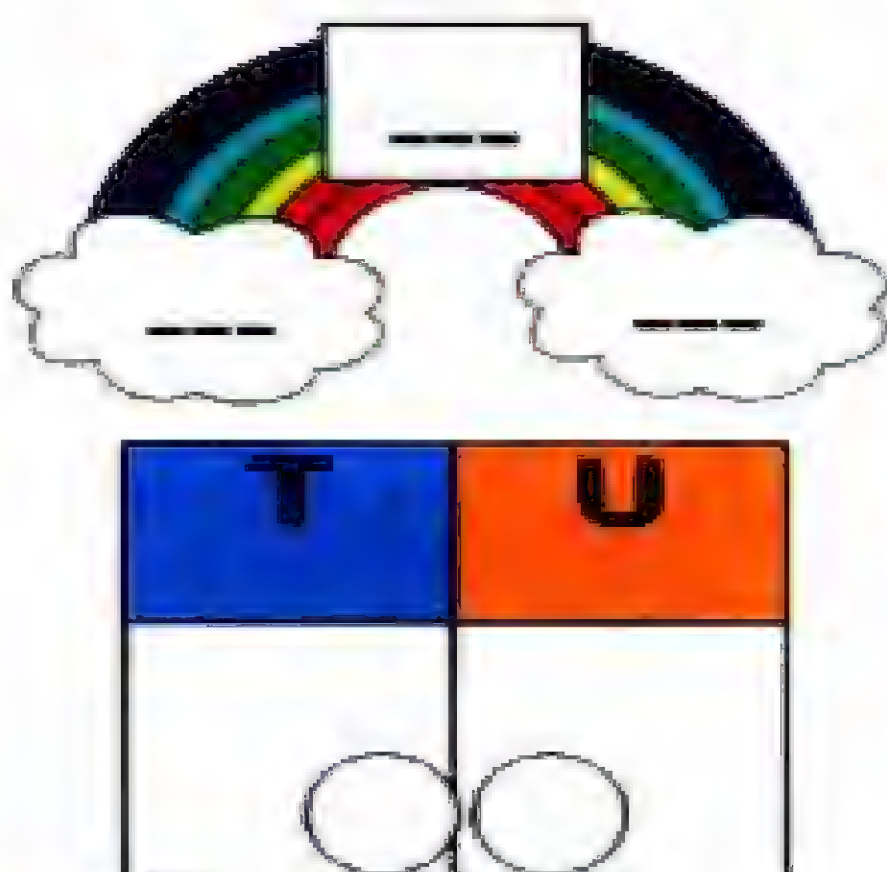
$$\boxed{\quad\quad\quad} - \boxed{\quad\quad\quad} = \boxed{\quad\quad\quad}$$



Gene won first place in a pancake eating contest. He ate 26 pancakes. Tina ate 13 pancakes. How many more pancakes did Gene eat?



$$\boxed{\quad\quad\quad} - \boxed{\quad\quad\quad} = \boxed{\quad\quad\quad}$$





Rewrite the equation so that the bigger number is stacked on top. Then find the difference

$$88 - 83 = \underline{\quad}$$

$$\begin{array}{r} 88 \\ - 83 \\ \hline 5 \end{array}$$

Example



$$75 - 22 = \underline{\quad}$$

$$62 - 52 = \underline{\quad}$$

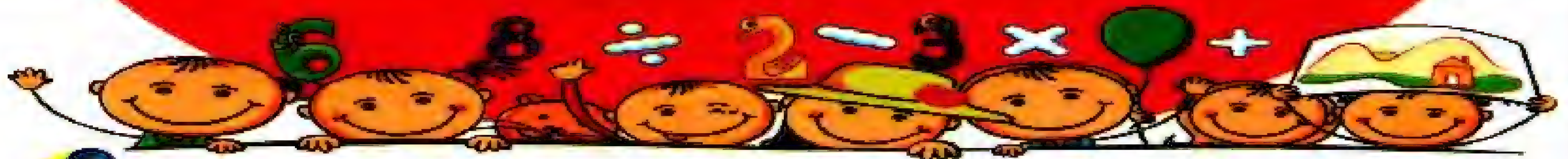
$$86 - 75 = \underline{\quad}$$

$$85 - 64 = \underline{\quad}$$

$$46 - 20 = \underline{\quad}$$

$$37 - 35 = \underline{\quad}$$





Add or subtract .use the key to add in the spaces.

$\begin{array}{r} 32 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ + 31 \\ \hline \end{array}$
$\begin{array}{r} 59 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 26 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ - 21 \\ \hline \end{array}$
$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 24 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ - 14 \\ \hline \end{array}$		

Answer

Color

24	Red
36	Purple
47	Blue
62	Yellow
71	Green



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Addition with renaming

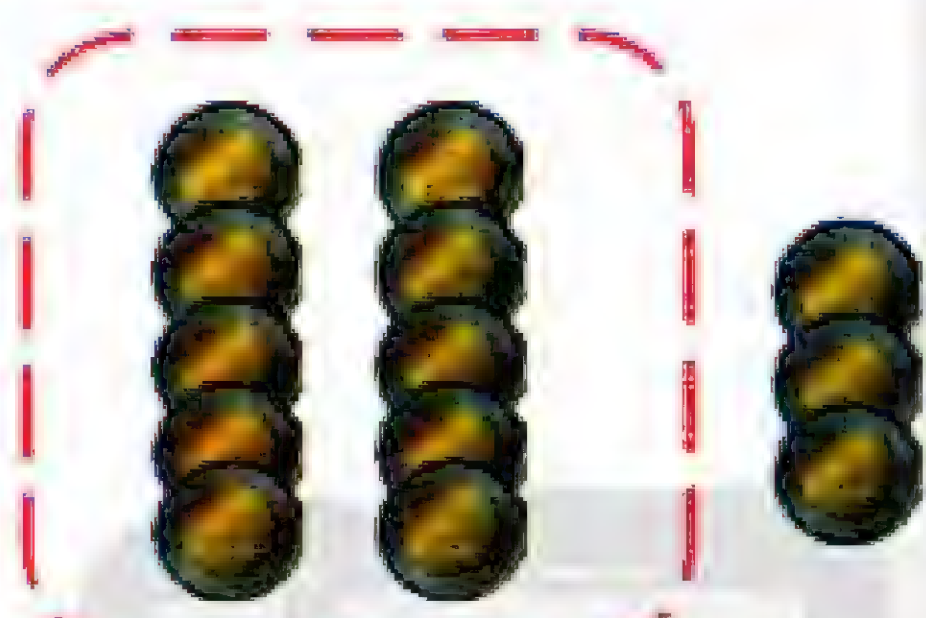


A word to the parents

By the end of this lesson your child will be able to add with and without renaming .

What is renaming ?

To re-write the same amount but in a different way to make it easier to calculate .



13 coins (10 coins + 3 coins)



10 coins will be 1 note of ten pounds so after renaming it will be (1 note of ten + 3 coins)

13 units renamed as **1 ten** and **3 Units**

So we rename to show it in the standard form .

Example 1

Tens	Units
0	14

Rename 14 units

Tens	Units
1	4

So that it will be 4 units and 1 ten





Example 2

Tens	Units	Rename 15 units in to 1 ten and 5 units	Tens	Units
3	15		4	5

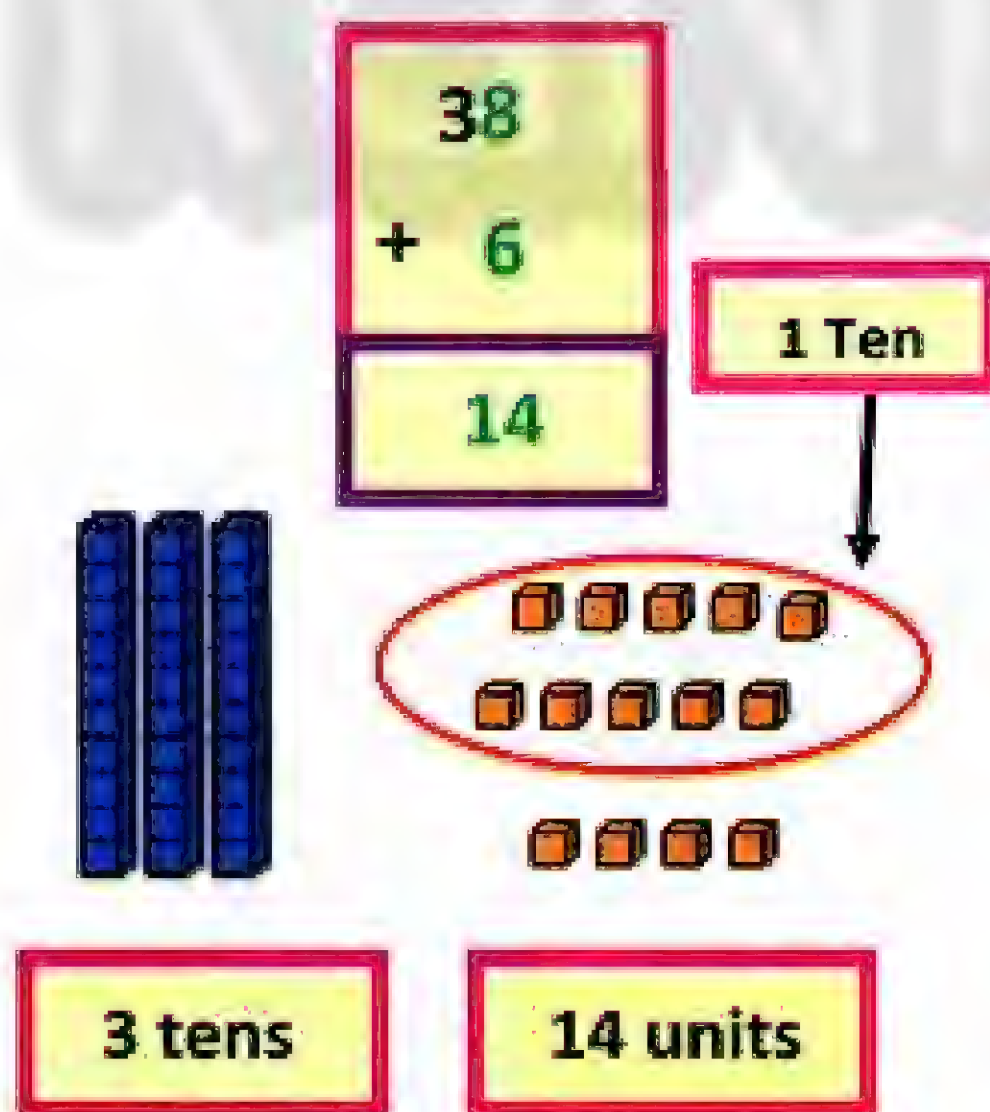
And now let's see how to add $38 + 6$?
And in order to add two 2-digit numbers with
renaming follow the steps:

Add $38 + 6$

First

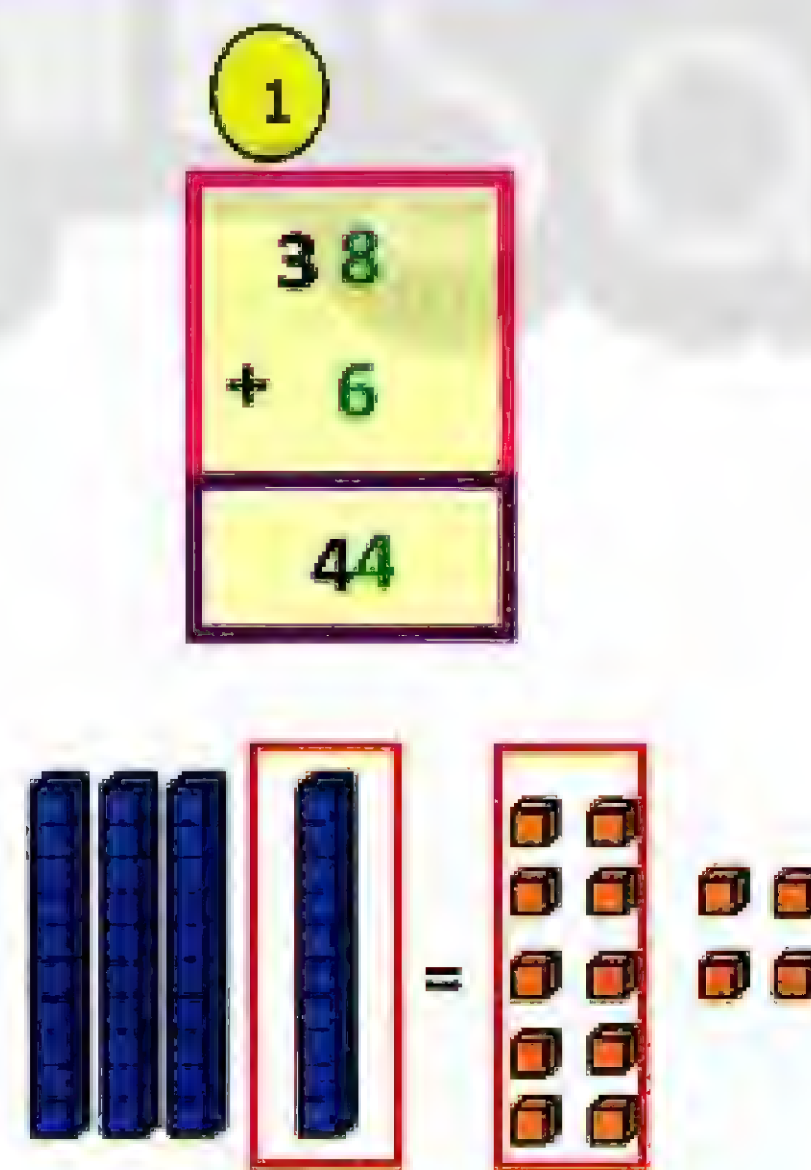
Add the units

$$8 + 6 = 14$$



Second

Rename 14 units
into 1 ten
and 4 units



Third

After that add the
Tens together

$$3 \text{ tens} + 1 \text{ ten} = 4 \text{ tens}$$

So the answer will
be 4 tens and 4



So the result is 44





Find the result after renaming .

Tens	Units
4	19

After renaming

Tens	Units
.....

Tens	Units
8	16

After renaming

Tens	Units
.....

Tens	Units
7	18

After renaming

Tens	Units
.....

Tens	Units
7	13

After renaming

Tens	Units
.....





Tens	Units
2	12

After renaming

Tens	Units
.....

Tens	Units
8	13

After renaming

Tens	Units
.....

Tens	Units
6	17

After renaming

Tens	Units
.....

Tens	Units
8	16

After renaming

Tens	Units
.....





Which is Equal?: Practice Regrouping

These numbers are written according to their place values. These numbers can be regrouped and written again. Which of the two options is regrouped correctly?

$$34 = 3 \text{ tens} + 4 \text{ units}$$

A: 1 tens + 34 units

B: 2 tens + 14 units

$$42 = 4 \text{ tens} + 2 \text{ units}$$

A: 3 tens + 22 units

B: 2 tens + 22 units

$$53 = 5 \text{ tens} + 3 \text{ units}$$

A: 4 tens + 23 units

B: 4 tens + 13 units

$$66 = 6 \text{ tens} + 6 \text{ units}$$

A: 7 tens + 16 units

B: 4 tens + 26 units

$$75 = 7 \text{ tens} + 5 \text{ units}$$

A: 5 tens + 15 units

B: 6 tens + 15 units

$$81 = 8 \text{ tens} + 1 \text{ units}$$

A: 4 tens + 31 units

B: 5 tens + 31 units

$$79 = 7 \text{ tens} + 9 \text{ units}$$

A: 4 tens + 39 units

B: 6 tens + 29 units

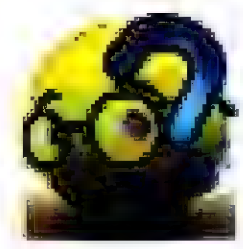
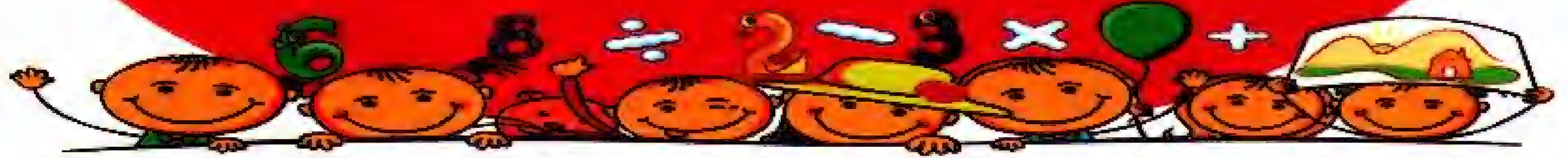
$$97 = 9 \text{ tens} + 7 \text{ units}$$

A: 8 tens + 27 units

B: 6 tens + 37 units

184





Find the result .

Ice Skating Addition



$$\begin{array}{r} 58 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 56 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ + 14 \\ \hline \end{array}$$



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Find the result .



Use the space in each box to stack your numbers. Then, add them up.

$$70 + 43 = \underline{\hspace{2cm}}$$

$$80 + 63 = \underline{\hspace{2cm}}$$

$$32 + 40 = \underline{\hspace{2cm}}$$

$$54 + 39 = \underline{\hspace{2cm}}$$

$$73 + 94 = \underline{\hspace{2cm}}$$

$$73 + 62 = \underline{\hspace{2cm}}$$

$$63 + 29 = \underline{\hspace{2cm}}$$

$$84 + 12 = \underline{\hspace{2cm}}$$

$$96 + 44 = \underline{\hspace{2cm}}$$

$$73 + 96 = \underline{\hspace{2cm}}$$





Find the result .

Use the space in each box to stack your numbers. Then, add them up.

$$51 + 39 = \underline{\hspace{2cm}}$$

$$13 + 19 = \underline{\hspace{2cm}}$$

$$64 + 38 = \underline{\hspace{2cm}}$$

$$45 + 18 = \underline{\hspace{2cm}}$$

$$53 + 98 = \underline{\hspace{2cm}}$$

$$63 + 27 = \underline{\hspace{2cm}}$$

$$24 + 29 = \underline{\hspace{2cm}}$$

$$74 + 18 = \underline{\hspace{2cm}}$$

$$10 + 91 = \underline{\hspace{2cm}}$$

$$95 + 61 = \underline{\hspace{2cm}}$$





Find the sum of each addition problem below .



$$\begin{array}{r} 709 \\ + 436 \\ \hline \end{array}$$



$$\begin{array}{r} 668 \\ + 542 \\ \hline \end{array}$$



$$\begin{array}{r} 173 \\ + 285 \\ \hline \end{array}$$



$$\begin{array}{r} 625 \\ + 75 \\ \hline \end{array}$$



$$\begin{array}{r} 246 \\ + 481 \\ \hline \end{array}$$



$$\begin{array}{r} 520 \\ + 189 \\ \hline \end{array}$$



$$\begin{array}{r} 779 \\ + 614 \\ \hline \end{array}$$



$$\begin{array}{r} 294 \\ + 375 \\ \hline \end{array}$$



$$\begin{array}{r} 492 \\ + 459 \\ \hline \end{array}$$



$$\begin{array}{r} 358 \\ + 561 \\ \hline \end{array}$$



$$\begin{array}{r} 593 \\ + 308 \\ \hline \end{array}$$



$$\begin{array}{r} 416 \\ + 958 \\ \hline \end{array}$$





Find the sum of each addition problem below .

$$\begin{array}{r} 1 \\ 29 \\ + 12 \\ \hline 41 \end{array}$$

$$\begin{array}{r} 65 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ + 174 \\ \hline \end{array}$$

$$\begin{array}{r} 387 \\ + 264 \\ \hline \end{array}$$

$$\begin{array}{r} 546 \\ + 198 \\ \hline \end{array}$$

$$\begin{array}{r} 308 \\ + 199 \\ \hline \end{array}$$

$$\begin{array}{r} 765 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 824 \\ + 119 \\ \hline \end{array}$$



Find the result of the addition problems below

$$26 + 37 = \text{-----}$$

$$67 + 8 = \text{-----}$$

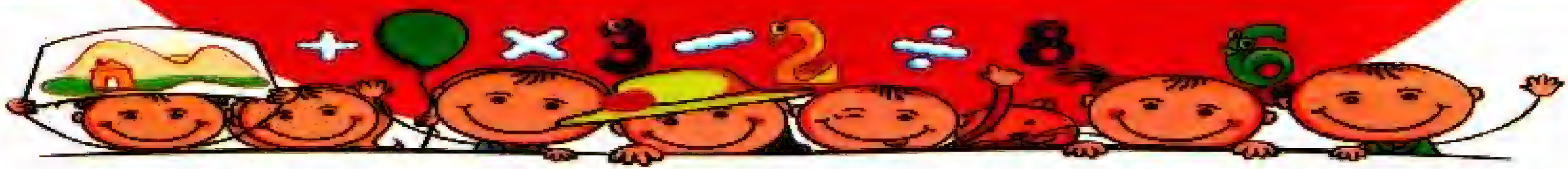
$$36 + 49 = \text{-----}$$

$$46 + 17 = \text{-----}$$

$$489 + 121 = \text{-----}$$

$$325 + 89 = \text{-----}$$





word problems



Dan gave his friend Chris 14 star stickers. He also gave his friend Jenna 20 star stickers. How many star stickers did Dan give in all to his friends ?

Dan gave + =



Pipa went strawberry picking with her sister. Pipa picked 256 strawberries. Her sister picked 138. How many strawberries did they pick in all?

They picked + =



Leah has a teddy bear collection with 64 bears. Her aunt gave her 26 more bears to add to her collection. How many bears does Leah have now?

Leah have + =



Jack spent 173 minutes reading last week. He read for 118 minutes this week. How many minutes did he read in all?

Minutes + =



هذا العمل حصري على موقع ذاكرول للتعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Subtraction with renaming



A word to the parents

By the end of this lesson your child will be able to subtract with and without renaming .

To subtract number from each other you must always start by subtracting the units first

Example 1



تابع جديد زاكروولي على موقعنا
<https://www.zakrooly.com>

Ahmed had 63 pound and he gave his brother Tamer 15 pounds. What is the number remained with Ahmed



6 Tens



3 units



Ahmed will change 10 pound note to 10 coins so that he would be able to give his brother the money



=



هذا العمل حصري على موقع زاكروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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it is the same amount of money but the way it looks has changed



At the beginning the money was



6 tens + 3 units

The way the number looks like has changed after renaming but the amount as it is

After renaming it became



5 tens + 13 units

Then , if you take 15 pounds from 63 the remaining will be 48



So , Tamer will take 1 ten and 5 units .

And the remained money will be the amount that doesn't have X on it which is 48





Now lets see how can we subtract $46 - 18$
In order to subtract with renaming
follow these steps .

Subtract $46 - 18$

First

You can't subtract
8 from 6

$$\begin{array}{r} 46 \\ - 18 \\ \hline \end{array}$$

Second

Rename **1 ten** to
become **10 units** .
Then , instead of **4 tens**
and **6 units** it will be **3**
tens and **16 units**



$$\begin{array}{r} 3 \quad 16 \\ \cancel{4} \cancel{6} \\ - 18 \\ \hline \end{array}$$

And now you can
subtract **8 units** from **16**
units ($16 - 8 = 8$)
Put the answer in the
units side and don't
forget to subtract from
4 tens 1 ten
so the tens side will be
3 tens .
then subtract the tens
together and put the
answer in the tens place

$$\begin{array}{r} 3 \quad 16 \\ \cancel{4} \cancel{6} \\ - 18 \\ \hline 28 \end{array}$$

So the result is 28





Find the result .

	9	3
-	7	9
	1	4

	3	2
-	1	9

	2	4
-	1	5

	6	3
-	2	7

	3	5
-	2	7

	9	0
-		9

	5	2
-	4	3

	6	3
-	3	3

	9	9
-	7	9

	4	8
-		7

	5	2
-	1	7

	4	4
-	1	5

	8	3
-	2	9





Find the difference in each of the following



$$\begin{array}{r} 82 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ - 13 \\ \hline \end{array}$$





Find the difference in each of the following .



1.

$$\begin{array}{r} 80 \\ - 24 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 72 \\ - 15 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 60 \\ - 58 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 75 \\ - 46 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 98 \\ - 79 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 96 \\ - 77 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 98 \\ - 69 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 53 \\ - 49 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 92 \\ - 36 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 92 \\ - 87 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 97 \\ - 68 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 91 \\ - 16 \\ \hline \end{array}$$

13.

$$\begin{array}{r} 54 \\ - 46 \\ \hline \end{array}$$

14.

$$\begin{array}{r} 80 \\ - 61 \\ \hline \end{array}$$

15.

$$\begin{array}{r} 31 \\ - 18 \\ \hline \end{array}$$





Find the difference in each of the following .

657

- 628

496

- 129

264

- 158

777

- 568

532

- 374

310

- 158

600

- 349

412

- 99

605

- 199

615

- 426

917

- 189

803

- 197

186



3

5



4



هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Find the difference in each of the following .

$$800 - 367 = \text{-----}$$

$$521 - 418 = \text{-----}$$

$$812 - 792 = \text{-----}$$

$$610 - 573 = \text{-----}$$

$$800 - 367 = \text{-----}$$

$$521 - 418 = \text{-----}$$

$$777 - 669 = \text{-----}$$

$$756 - 549 = \text{-----}$$

$$899 - 657 = \text{-----}$$

$$911 - 864 = \text{-----}$$

$$600 - 435 = \text{-----}$$

$$207 - 191 = \text{-----}$$

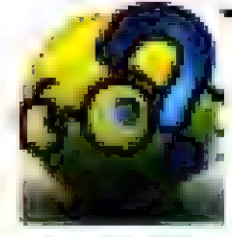
$$668 - 299 = \text{-----}$$

$$217 - 94 = \text{-----}$$

$$950 - 285 = \text{-----}$$

$$401 - 73 = \text{-----}$$





Find the result in each of the following .

Three-Digit Addition and Subtraction

with Franco and Julia



You have gotten really good at addition and subtraction! Let's practice both three-digit addition and subtraction with regrouping.



Solve the problems below and write down your answers.

We know you can do it!



$$\begin{array}{r} 293 \\ +361 \\ \hline \end{array}$$

$$\begin{array}{r} 184 \\ +212 \\ \hline \end{array}$$

$$\begin{array}{r} 454 \\ +361 \\ \hline \end{array}$$

$$\begin{array}{r} 193 \\ +195 \\ \hline \end{array}$$

$$\begin{array}{r} 375 \\ +332 \\ \hline \end{array}$$

$$\begin{array}{r} 665 \\ +273 \\ \hline \end{array}$$

$$\begin{array}{r} 963 \\ -217 \\ \hline \end{array}$$

$$\begin{array}{r} 798 \\ -345 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ -218 \\ \hline \end{array}$$

$$\begin{array}{r} 721 \\ -414 \\ \hline \end{array}$$

$$\begin{array}{r} 647 \\ -373 \\ \hline \end{array}$$

$$\begin{array}{r} 781 \\ -669 \\ \hline \end{array}$$

$$\begin{array}{r} 489 \\ +340 \\ \hline \end{array}$$

$$\begin{array}{r} 242 \\ +281 \\ \hline \end{array}$$

$$\begin{array}{r} 688 \\ +150 \\ \hline \end{array}$$

$$\begin{array}{r} 421 \\ +333 \\ \hline \end{array}$$

$$\begin{array}{r} 553 \\ +396 \\ \hline \end{array}$$

$$\begin{array}{r} 150 \\ +438 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ -113 \\ \hline \end{array}$$

$$\begin{array}{r} 590 \\ -360 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ -263 \\ \hline \end{array}$$

$$\begin{array}{r} 421 \\ -111 \\ \hline \end{array}$$

$$\begin{array}{r} 384 \\ -170 \\ \hline \end{array}$$

$$\begin{array}{r} 926 \\ -717 \\ \hline \end{array}$$

$$\begin{array}{r} 183 \\ +854 \\ \hline \end{array}$$

$$\begin{array}{r} 277 \\ +216 \\ \hline \end{array}$$

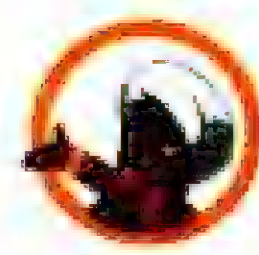
$$\begin{array}{r} 687 \\ +159 \\ \hline \end{array}$$

$$\begin{array}{r} 953 \\ +174 \\ \hline \end{array}$$

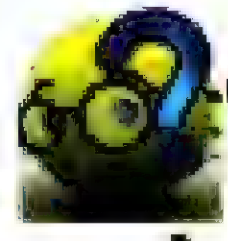
$$\begin{array}{r} 316 \\ +805 \\ \hline \end{array}$$

$$\begin{array}{r} 767 \\ +393 \\ \hline \end{array}$$





word problems



To raise money for a new science lab, Safa Elementary is selling T-shirts and hats with the school's name on it. They sell 73 T-shirts and 29 hats. How many more T-shirts did they sell than hats?

T-shirts ----- = -----



The kitchen staff has 66 containers of strawberry milk and 41 containers of chocolate milk chilling in the fridge. If they expect 100 students to order strawberry milk, how many more cartons of strawberry milk do they need?

They need ----- = -----



SunRise school play is this weekend, and they've sold 229 tickets so far. Last year, they sold 177 tickets. How many more did they sell this year?

This year ----- = -----



There are a total of 904 students at SunRise Elementary. 426 of them live in Nasrcity. The other students live in El- Rehab. How many students live in El- Rehab?

Students in El- Rehab ----- = -----





Compare and put $<$, $>$, $=$

$$354 + 285 \quad \bigcirc \quad 245 - 228$$

$$264 + 543 \quad \bigcirc \quad 543 - 264$$

$$648 + 146 \quad \bigcirc \quad 784 - 312$$

Complete the sequence of the numbers .

a) 331 , 431 , 531 , ---- , ---- , ----

b) 880 , 800 , 720 , ---- , ---- , ----

c) 130 , 160 , 190 , ---- , ----

d) 800 , 775 , ---- , 725 , ----





Polygons

Unit Five

Lessons from
41-50



A word to the parents

By the end of this lesson your child should be able to

- Recognize the polygons and know how to draw it
- Determine the line segments which formed a polygon and the number of vertices .

A polygon is a closed figure formed from 3 line segments or more .



circle



rectangle



triangle



octagon



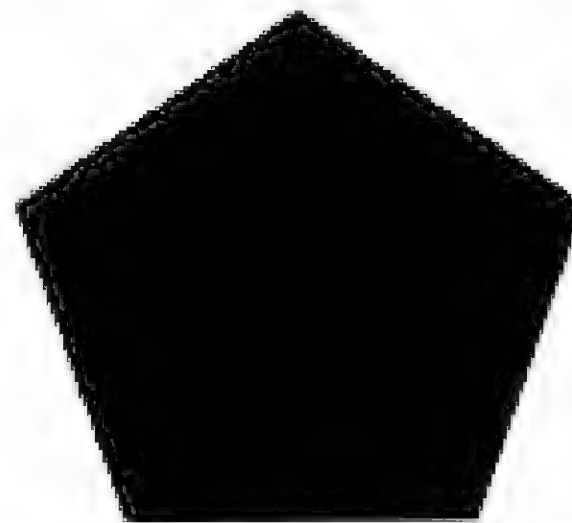
square



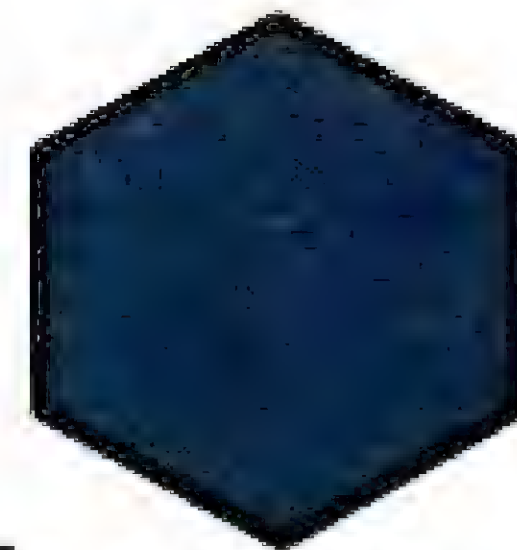
heptagon



rhombus

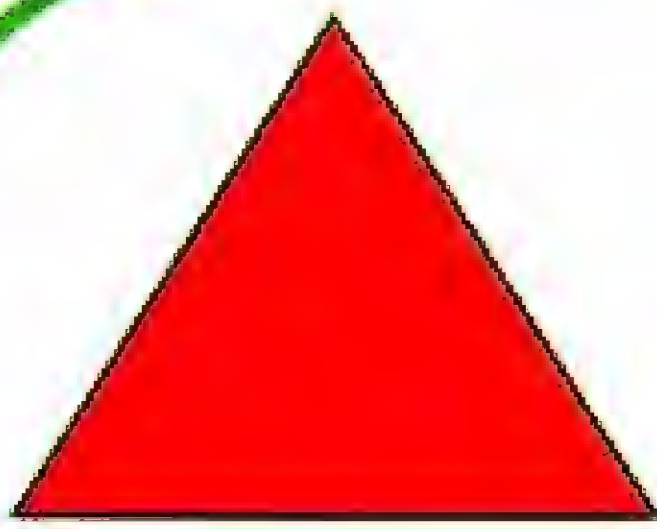


pentagon



hexagon





3 sides



3 sides



4 sides



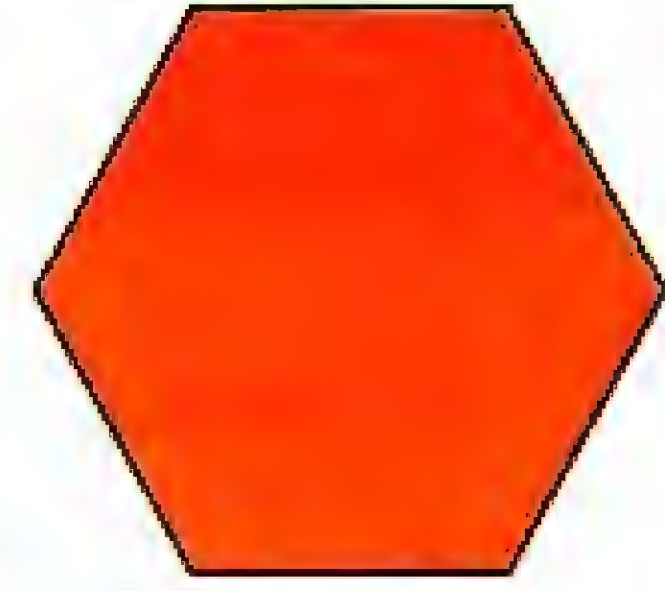
4 sides



5 sides



6 sides



7 sides



4 sides



8 sides



9 sides



10 sides

A polygon . . .

- Has straight sides or edges
- Two edges meet at each vertex
- Has no gaps or spaces
- Has no left over lines or intersecting lines





Remember



تابع جديد ذاكرولى على موقعنا
<https://www.zakrooly.com>



This shape is
not a polygon

Has a curve



This shape is
not a polygon

It's an open shape
not closed

In any polygon

side



vertex

The line segments that are formed a polygon are called **sides**

A point in which two sides of a polygon meet is called **vertices**










193



هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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polygons

		Properties	
Shape	Name	Sides	Vertices
	Triangle	3 sides	3 vertices
	Square	4 sides (all sides are equal)	4 vertices
	Rectangle	4 sides (2 short equal sides and 2 long equal sides)	4 vertices
	Trapezium	4 sides (only 2 parallel lines)	4 vertices
	Rhombus	4 sides (4 equal sides)	4 vertices
	Pentagon	5 sides	5 vertices
	Hexagon	6 sides	6 vertices





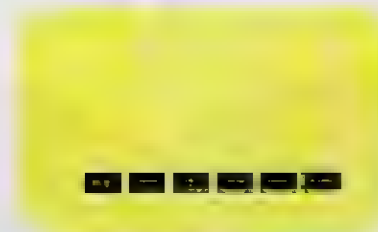
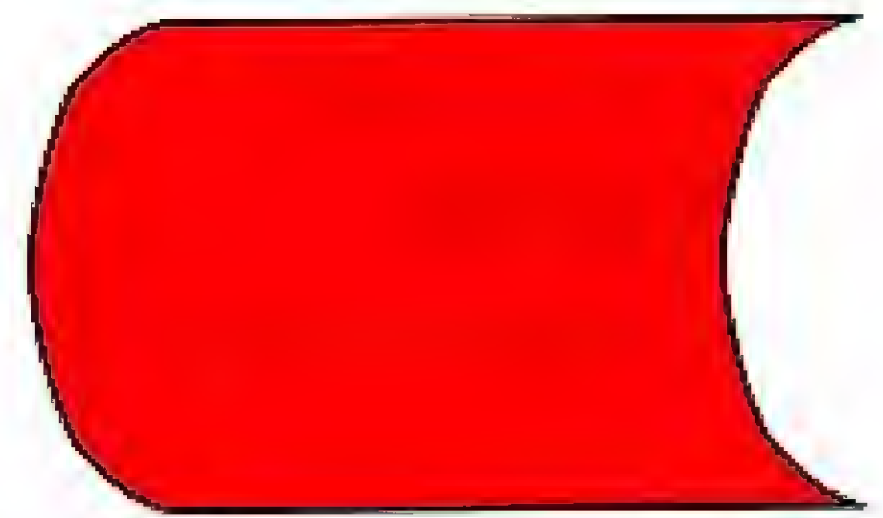
Circle the shape that has the same name

Name	Shape		
Pentagon			
Trapezium			
Rectangle			
Triangle			
Square			
Rhombus			
Hexagon			





put a (✓) under every polygon .





Write the name of each polygon .

1.



2.



3.



4.



5.



6.



7.





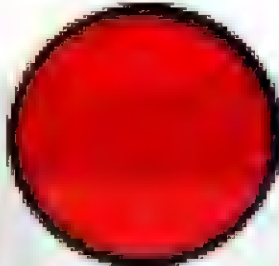



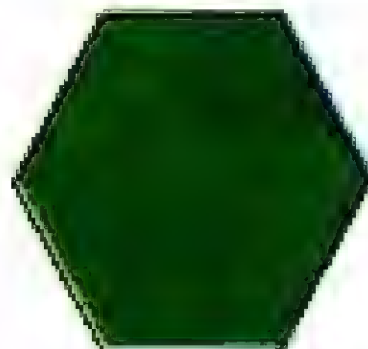
8.







Look carefully at the properties of these 2-D shapes ,
Write your results in the table .

2-D shape	No. of sides	No. of vertices	No. of curved lines	Name of the shape
				
				
				
				
				
				
				



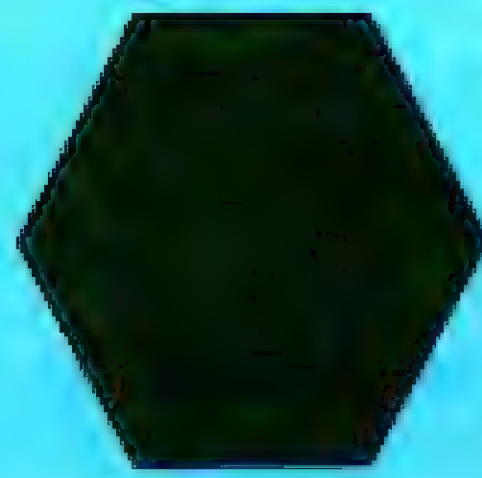


Complete as in the example .



No. of sides = 4

No. of vertices = 4



No. of sides = ----

No. of vertices = ---



No. of sides = ----

No. of vertices = ---



No. of sides = ----

No. of vertices = ---



No. of sides = ----

No. of vertices = ---



No. of sides = ----

No. of vertices = ---



No. of sides = ----

No. of vertices = ---



No. of sides = ----

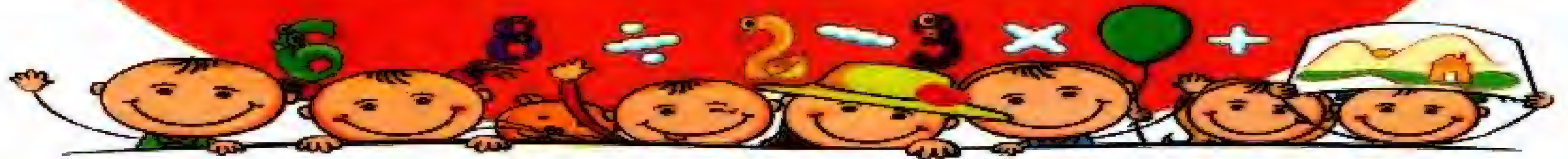
No. of vertices = ---



No. of sides = ----

No. of vertices = ---

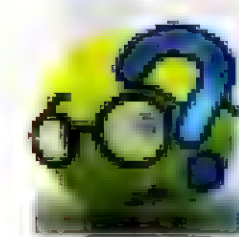




Count the rectangles .



There are ----- rectangles in this picture.



Color the squares
and count them .

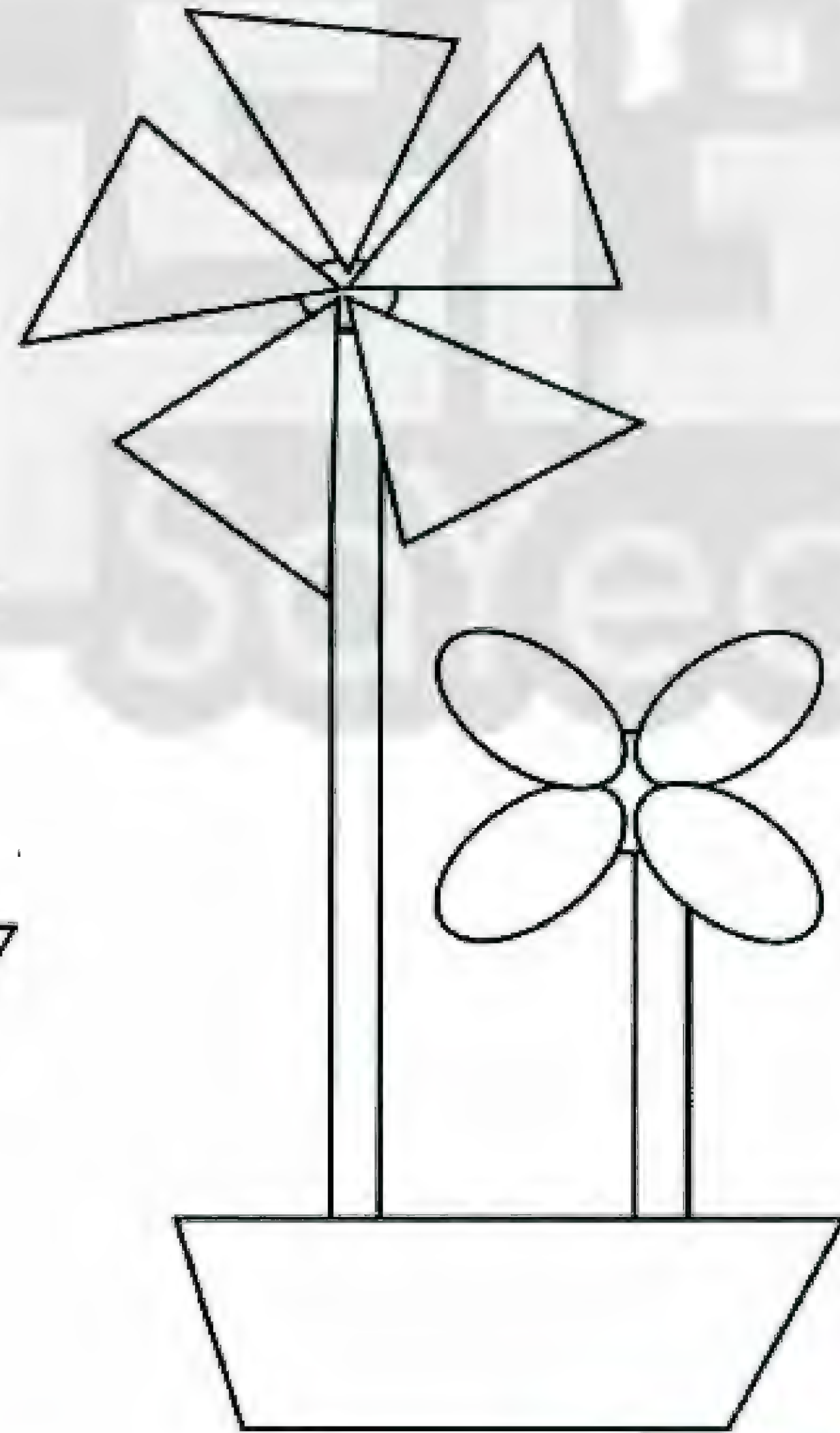
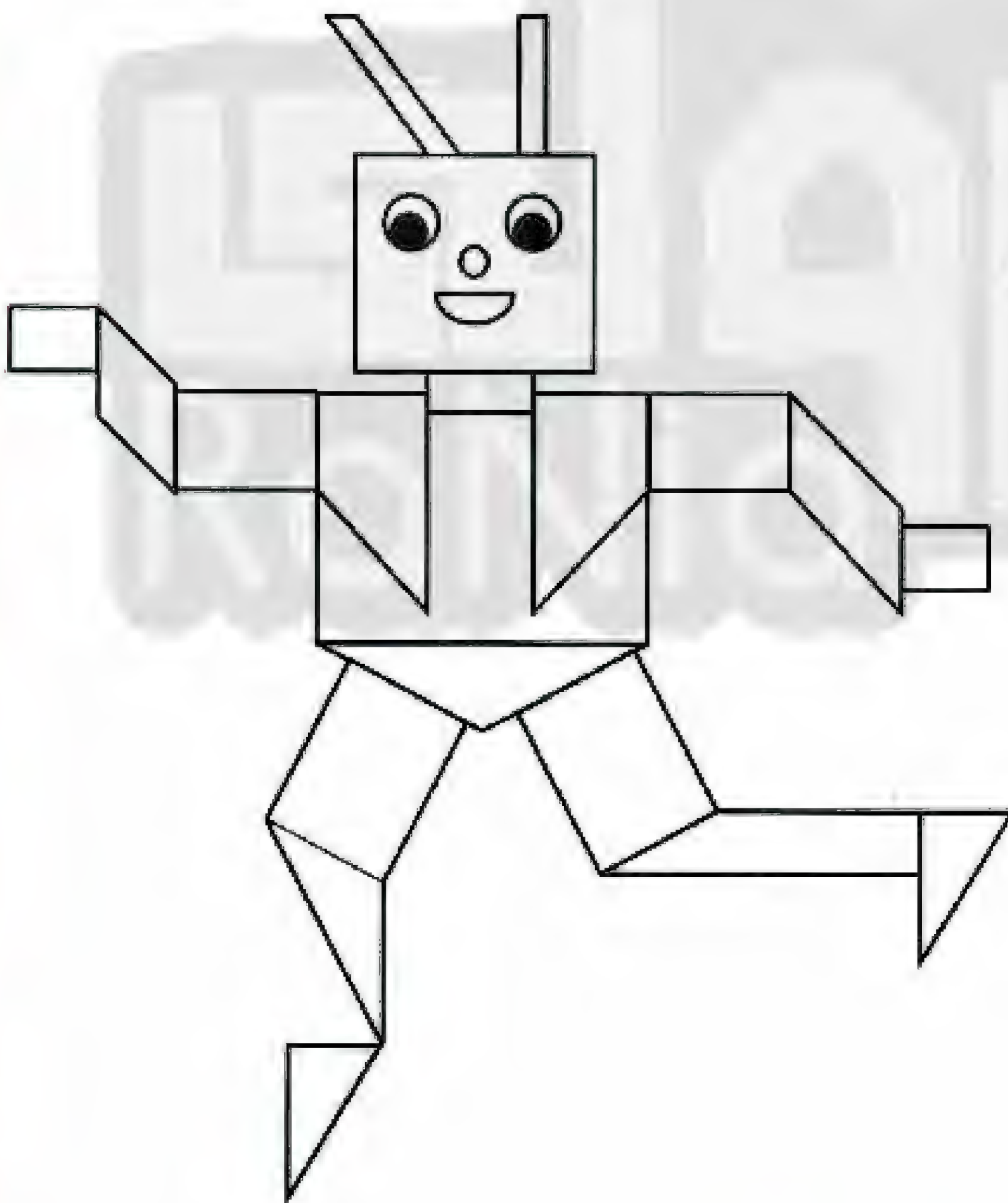
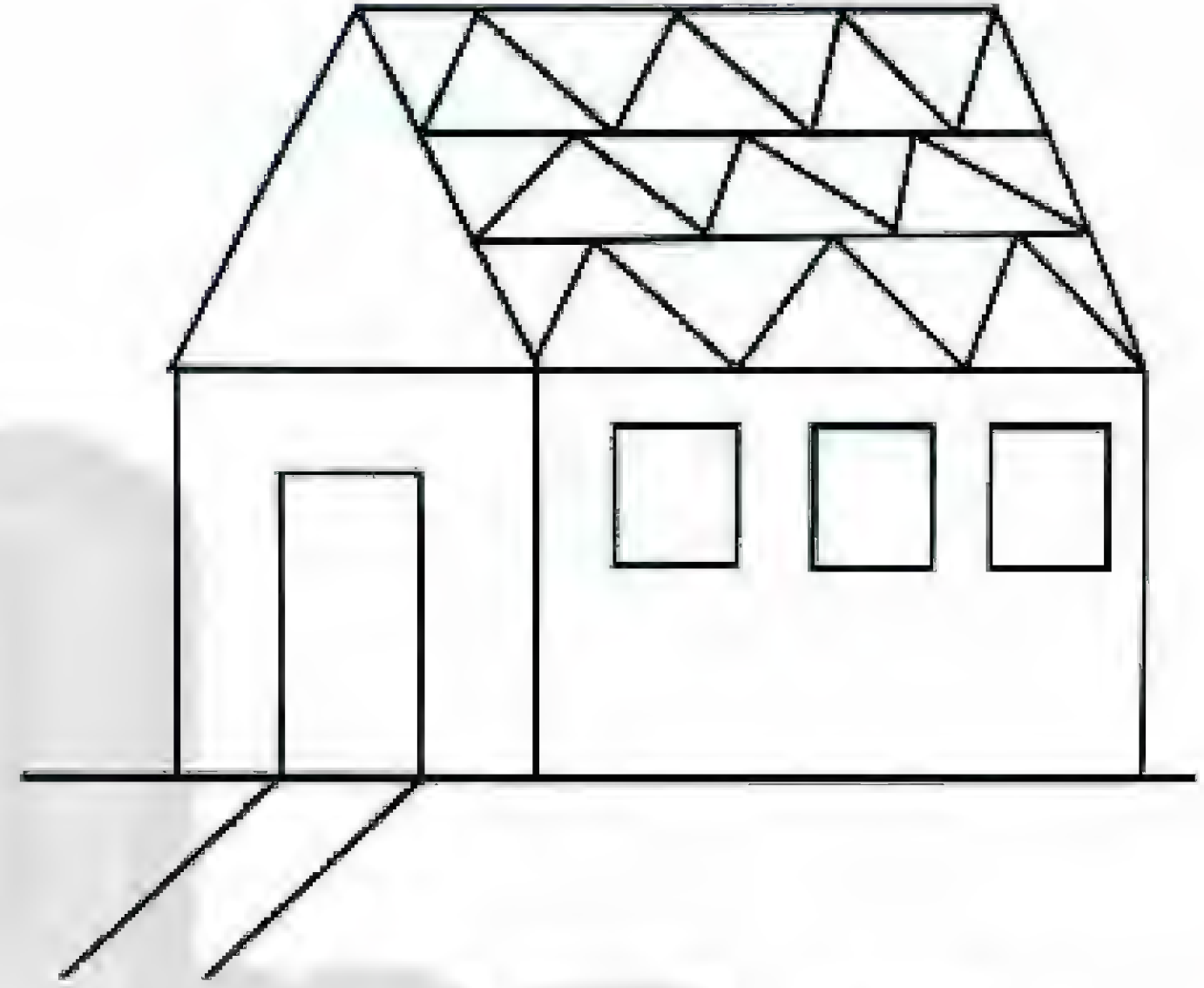
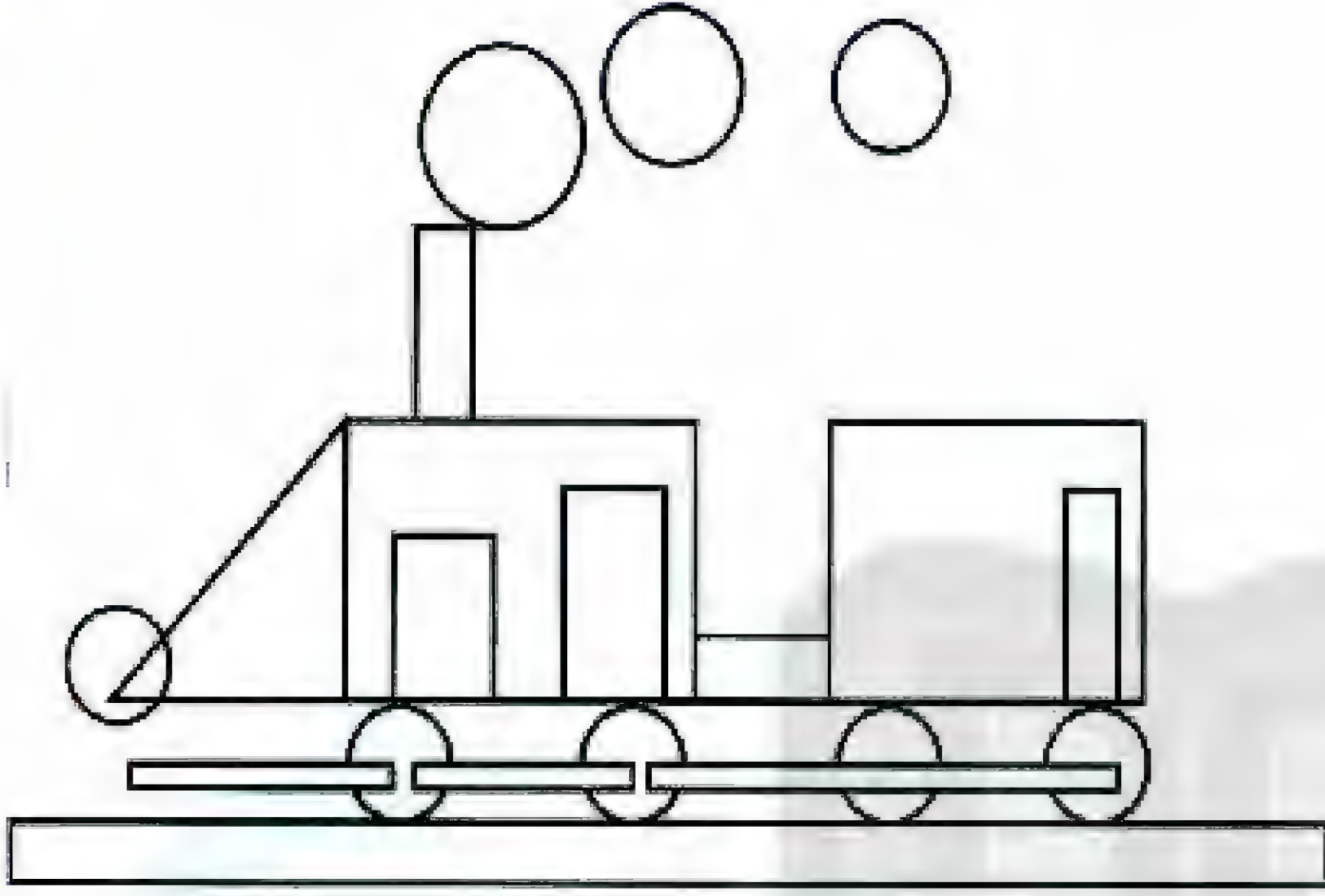


there are ----- squares.





Color the polygons using different colors .



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How many triangles are there .Count them and write the number below .



There are ----- triangles in this picture.



How many Pentagons can you find ?

There are ----- pentagons



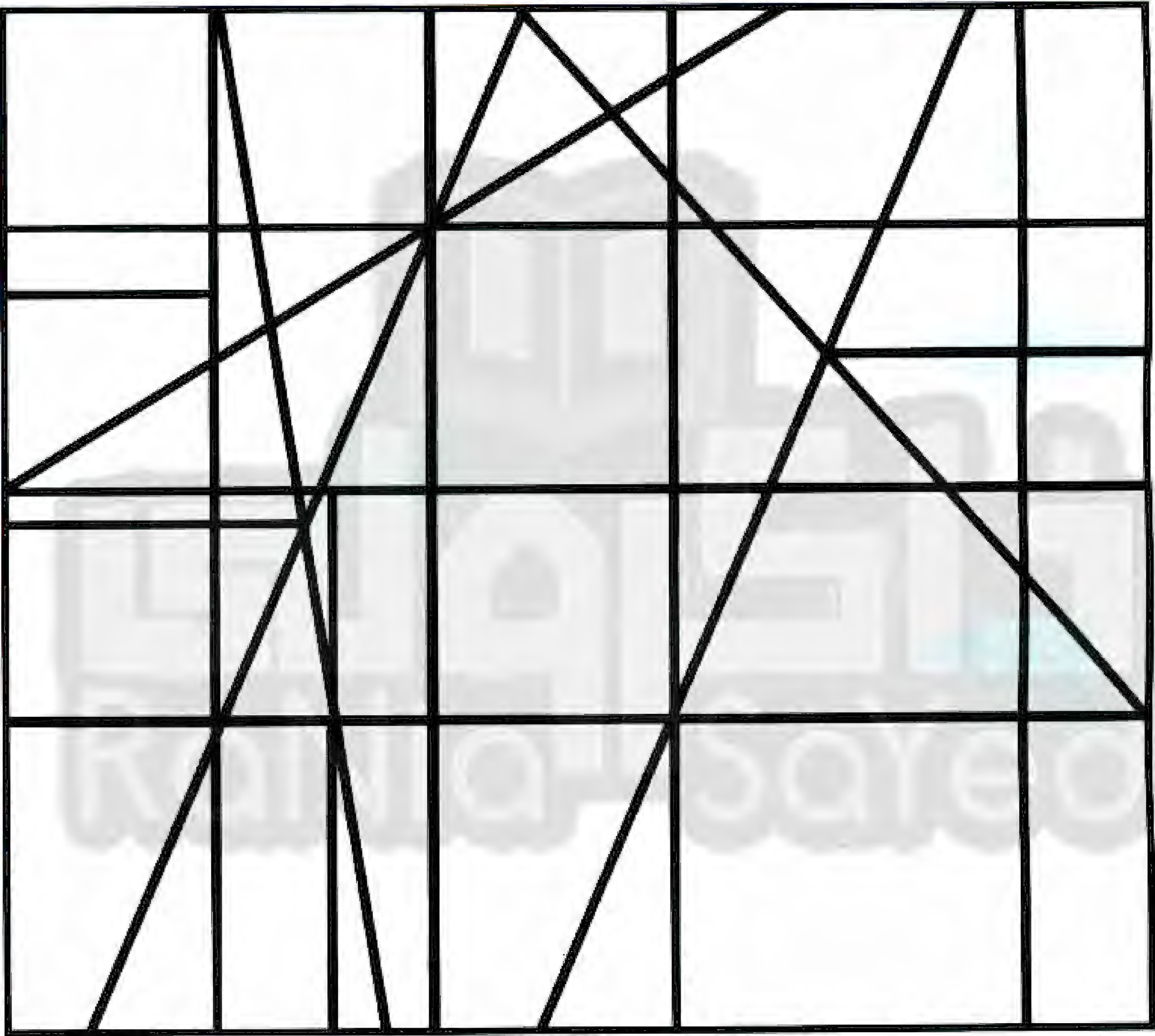
نقوم في أي عمل عليه العلامة دي



هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



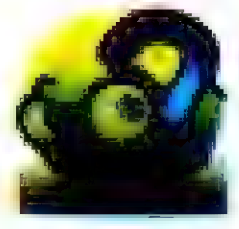
Color triangle – Yellow , square – blue , rectangle - green



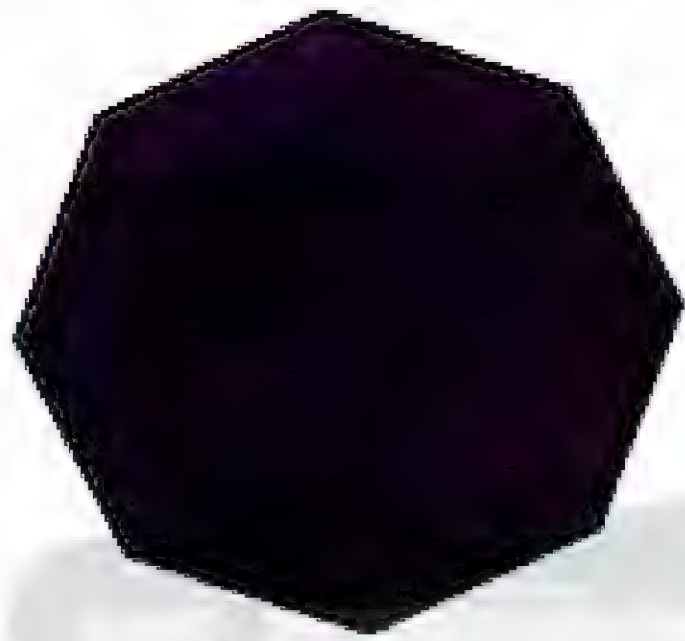
هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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On the Edge



Count how many sides each shape has and write the number inside the shape .

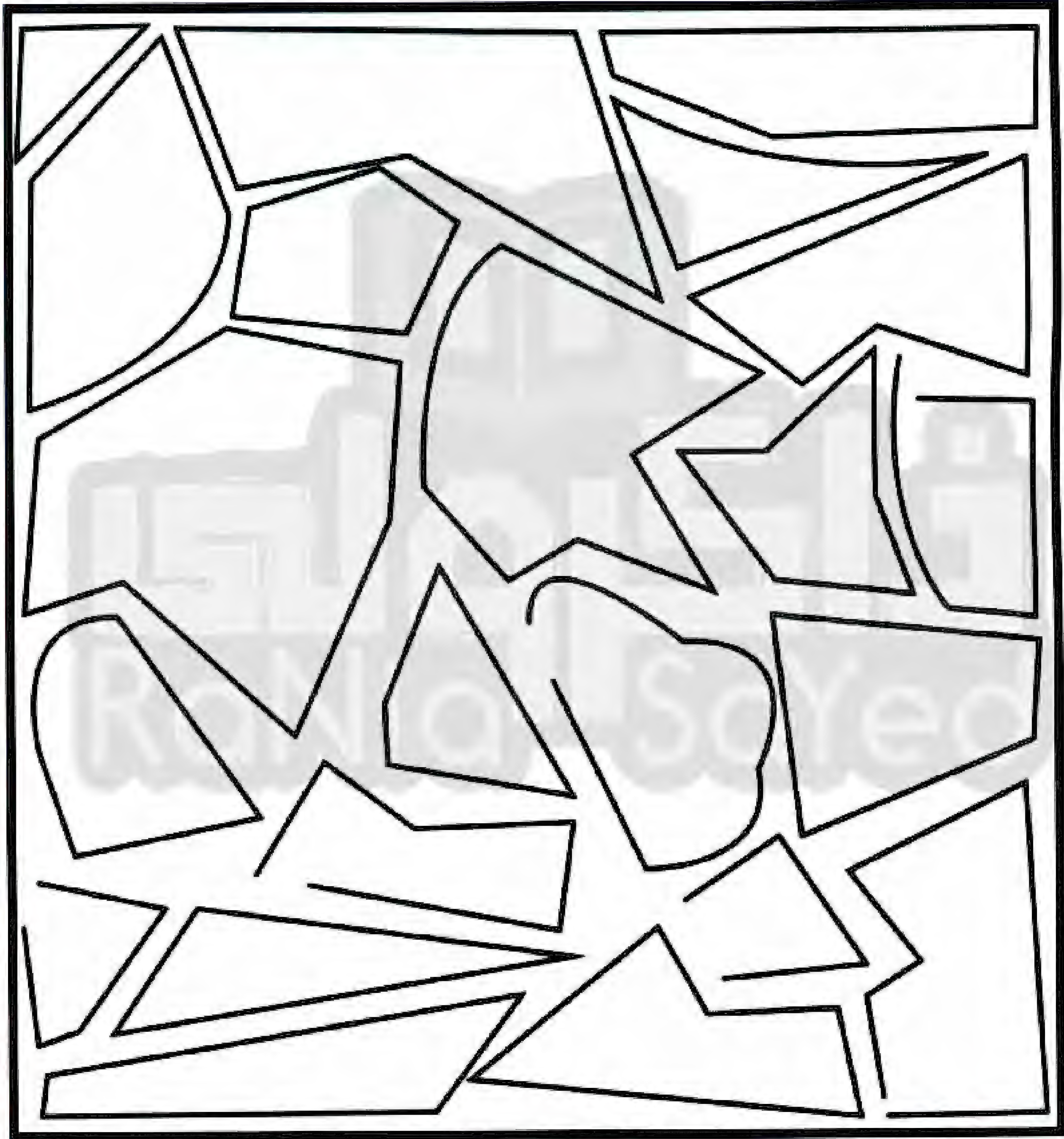


Draw a shape that has 6 sides

Draw a shape that has 3 sides



Color all the polygons BLUE. Place a GREEN X over all the shapes that doesn't represent polygons.



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



Look at the shape and answer the following questions



- How many sides does this shape has? ----- sides
- How many vertices does this shape has? ----- vertices
- Join 2 of the vertices to get two polygons , one of them with 4 sides and the other with 6 sides .


Then state the name of the 2 polygons

1- -----

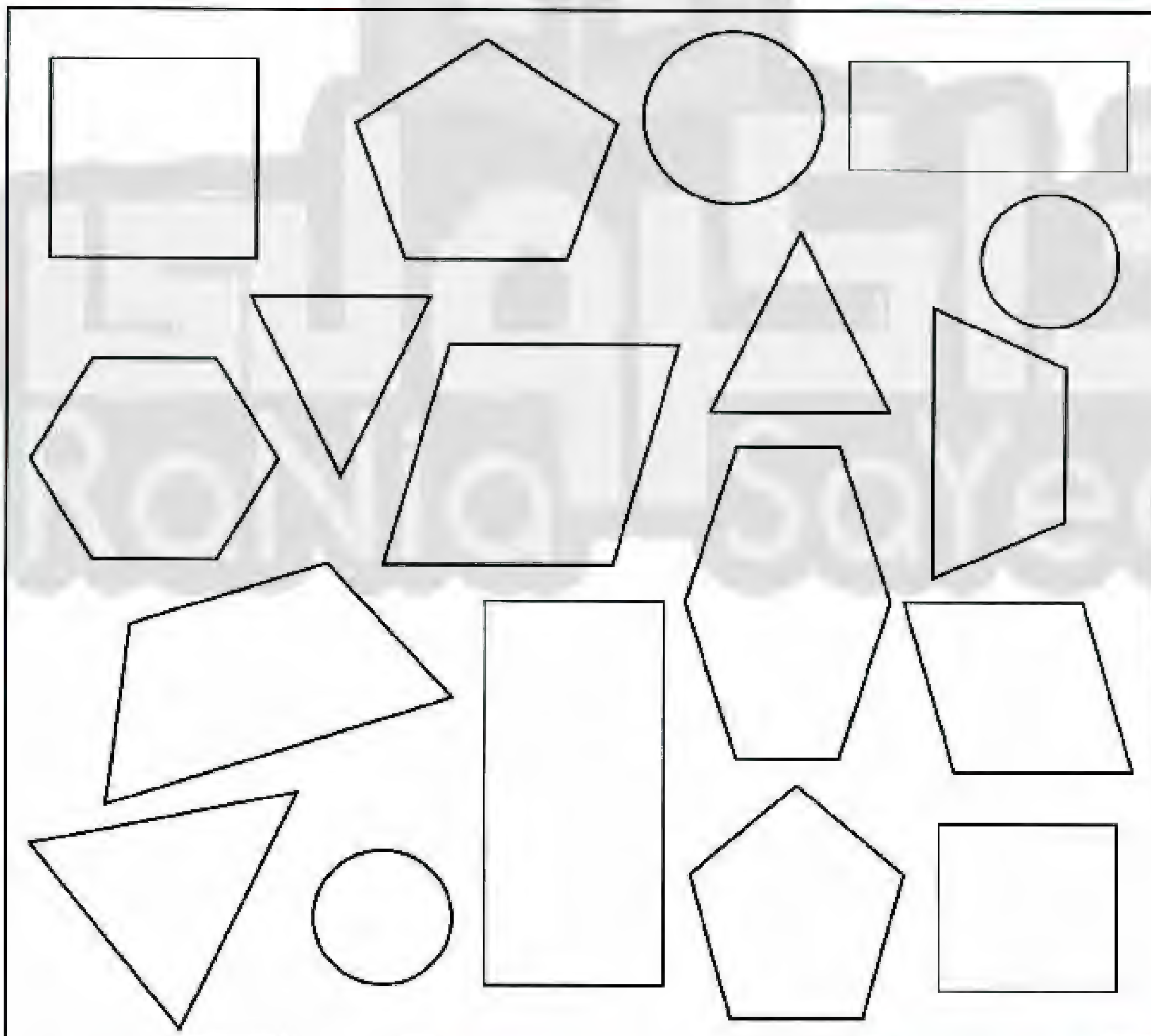
2- -----





 Follow the instructions to answer the following questions .

- Color the shapes that have 3 sides with **red** .
- Color the shapes that have 4 sides with **blue** .
- Color the shapes that have 5 sides with **green** .
- Circle the shapes that has 4 equal sides .
- Put **X** on the shapes that doesn't belong to polygons .





Which from these shapes has the same properties



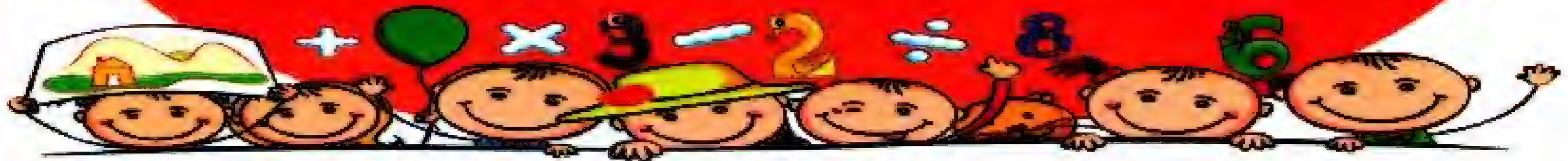


Who am I ?

- I am a 2-D shape that has 4 equal sides (-----)
- I am a 2-D shape that has 6 sides (-----)
- I am a 2-D shape that has 2 parallel sides(-----)
- I am a 2-D shape that has 3 vertices (-----)
- I am a 2-D shape that has 5 vertices (-----)



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Measuring Length



A word to the parents

By the end of this lesson your child should be able to

- Recognize measuring units of length .
- Choose and use the suitable units for measuring length .

Measurement:

Is the measure of how long an object is from one end to another.

- In first primary, we used elements such as paper clips , crayons, and straws to measure .
- This year , We'll use the math tool that is the same for everyone. This way, we can all measure the same elements and get the same results.
- The first standard unit of length we explore is called the Centimeter.

A centimeter

Is a very small unit of measurement. We can use centimeters to measure small objects like pencils, crayons, eraser and so on. Centimeters is a Long word to write, so we can shorten it by typing cm.

Measuring Length

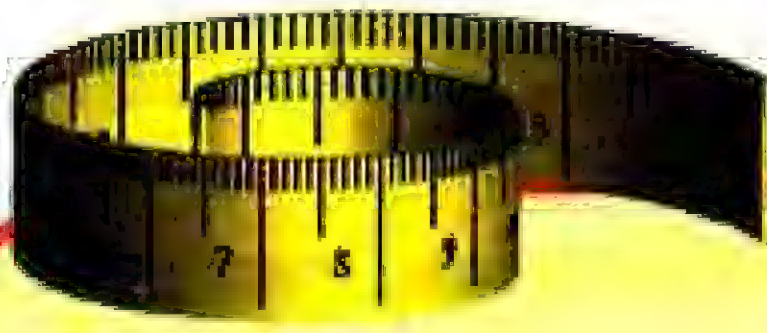


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هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Meter (m)



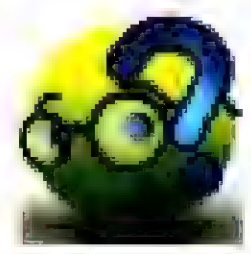
We use meter to measure long lengths as buildings or playgrounds.

Centimeter (cm)



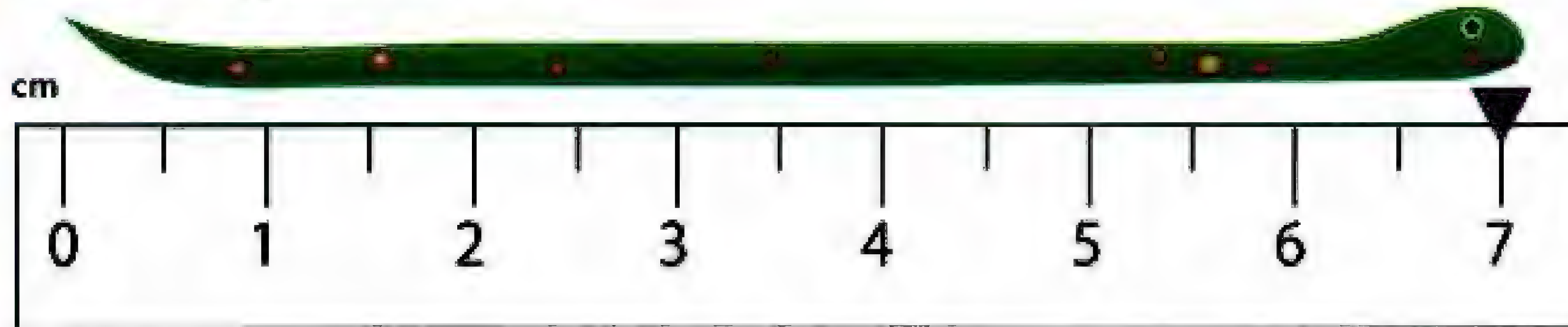
We use centimeter to measure short lengths as pencil and key.



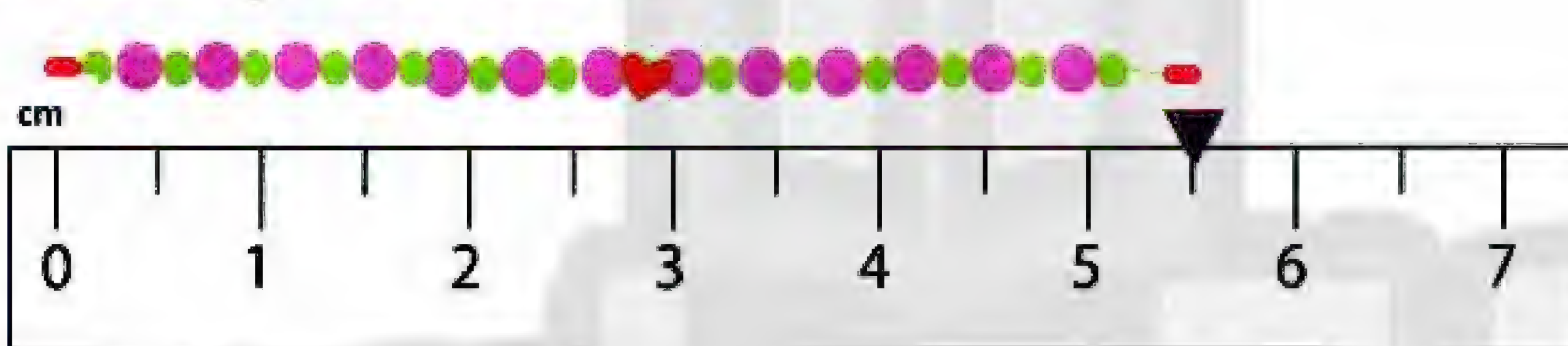


Write the correct length in the box .

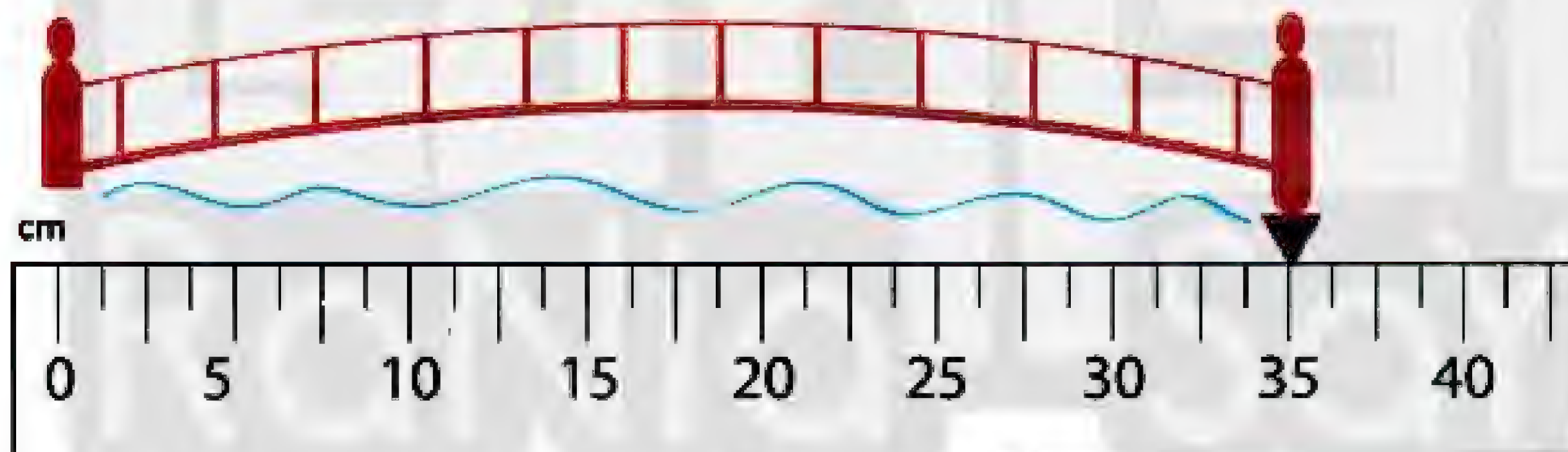
How long is the snake?



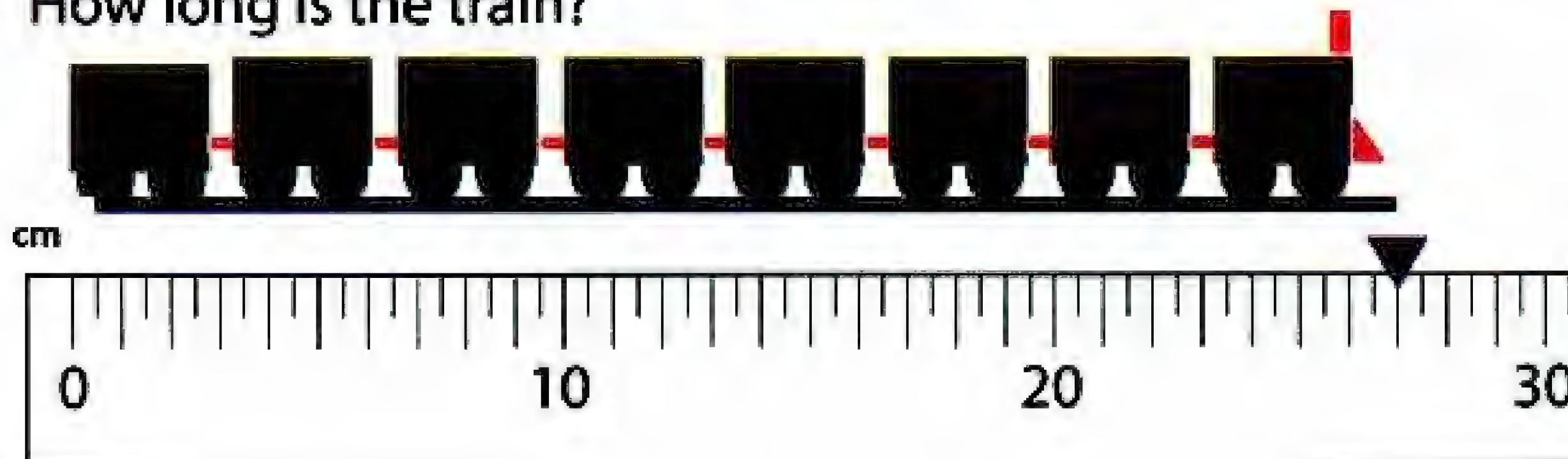
How long is the necklace?



How long is the bridge?



How long is the train?

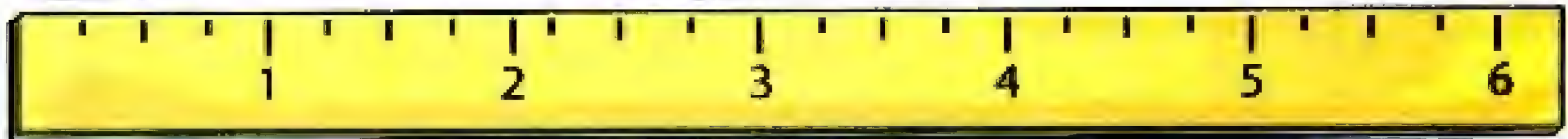




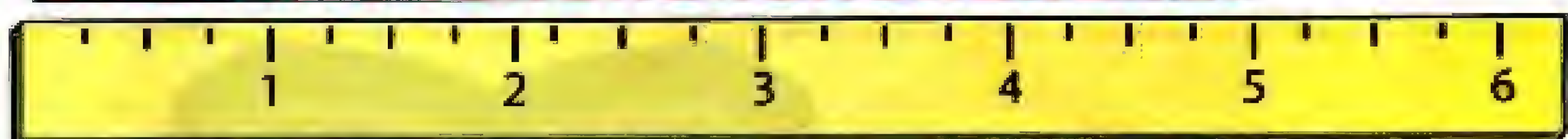
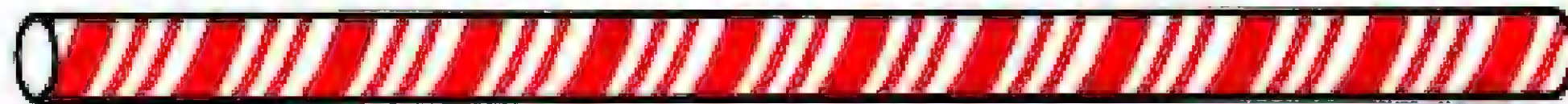


How Long Is It?

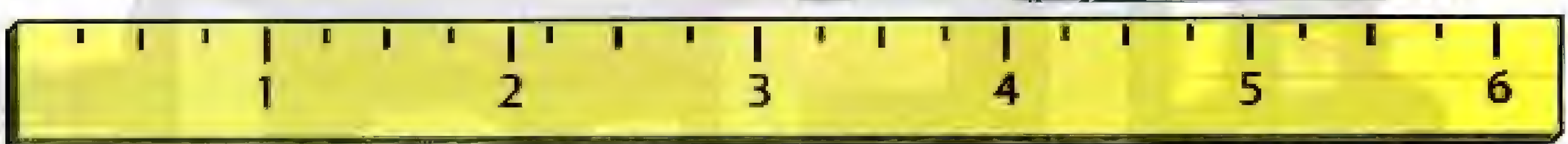
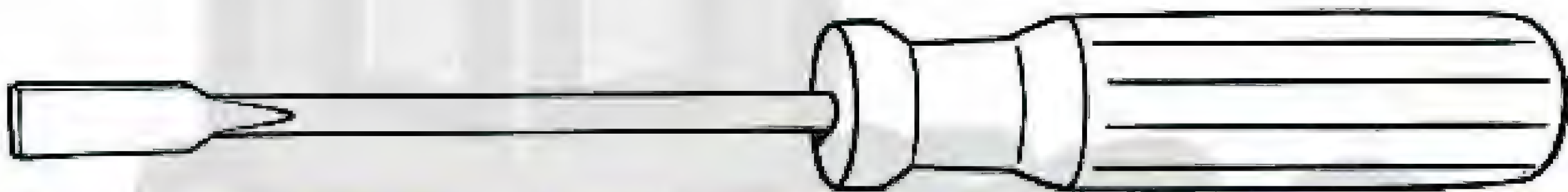
3



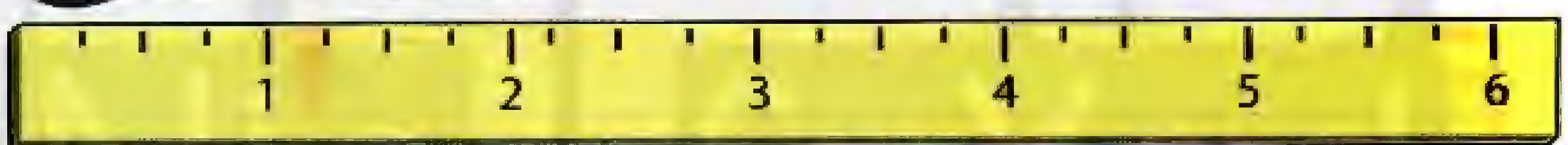
cm long



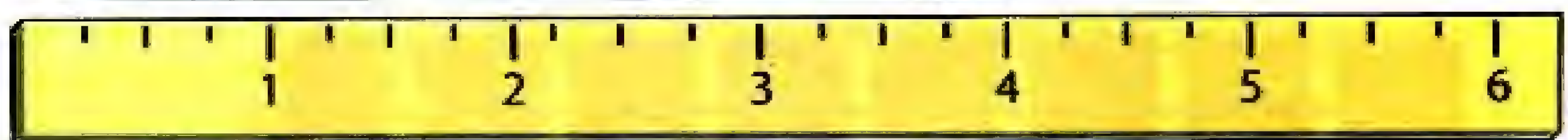
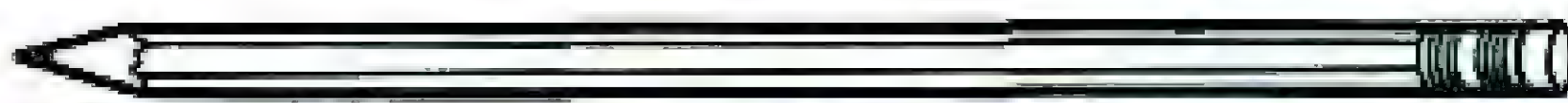
cm long



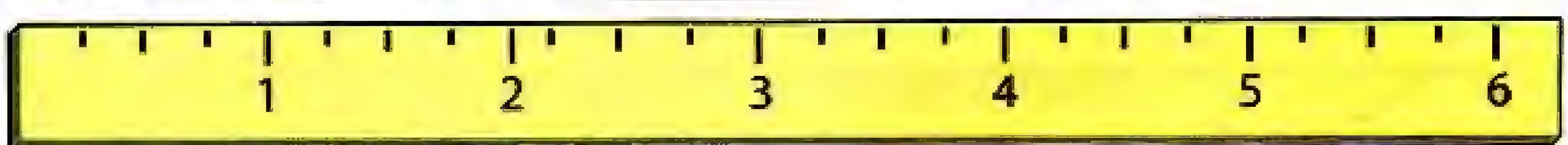
cm long



cm long



cm long



cm long

212

3

x

5

÷

4

2

1

3

4

5

6

7

8



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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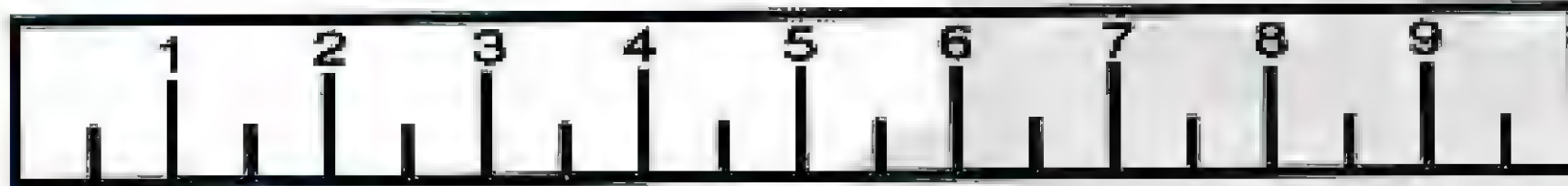
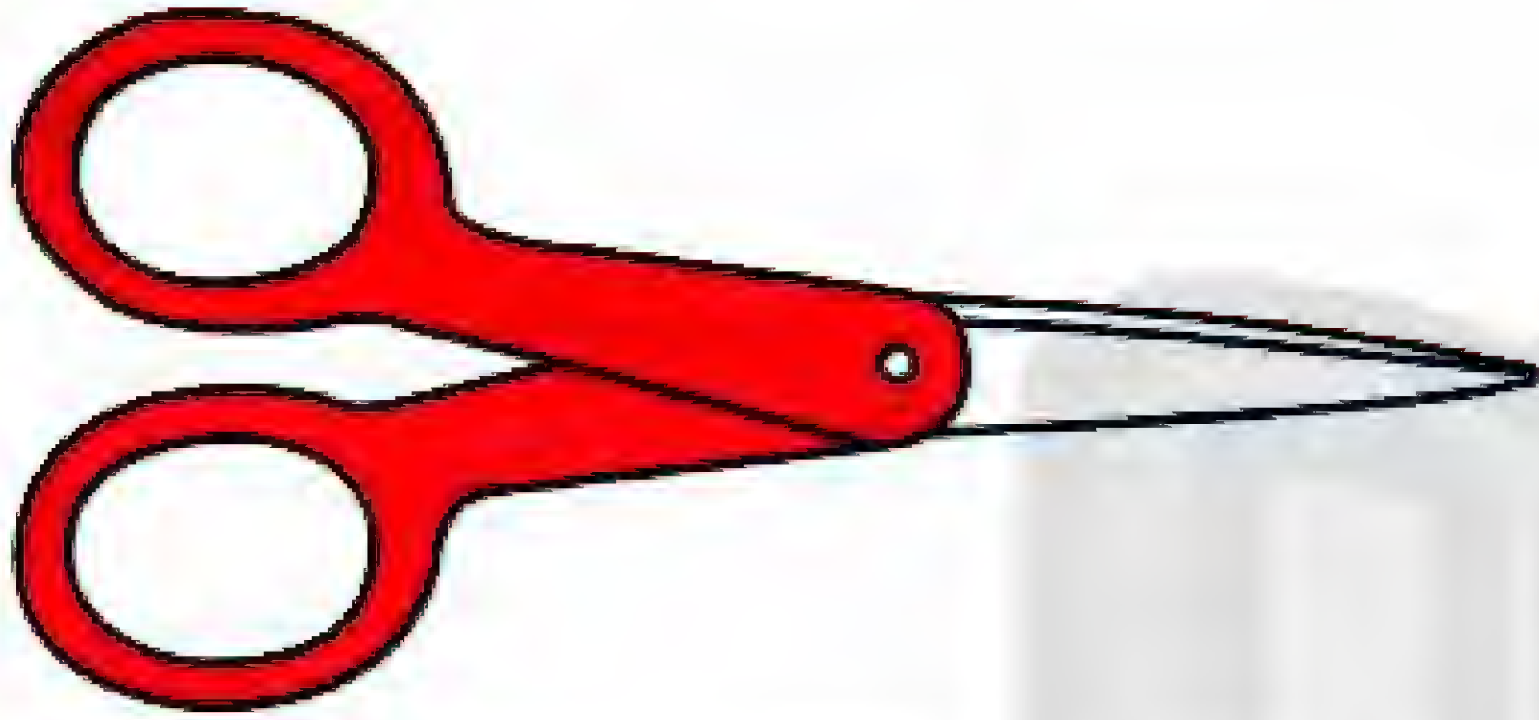


Measurement in Centimeters



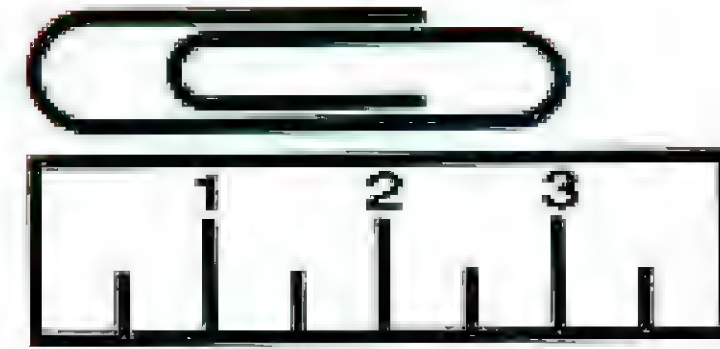
Write the number in centimeters.

1.



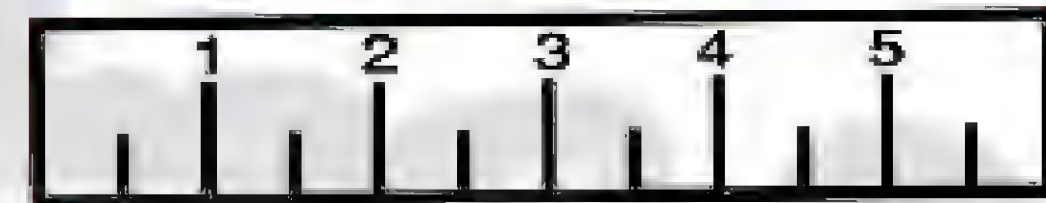
about _____ centimeters

2.



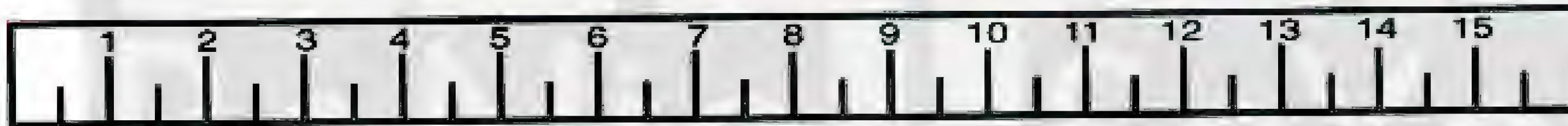
about _____ centimeters

3.



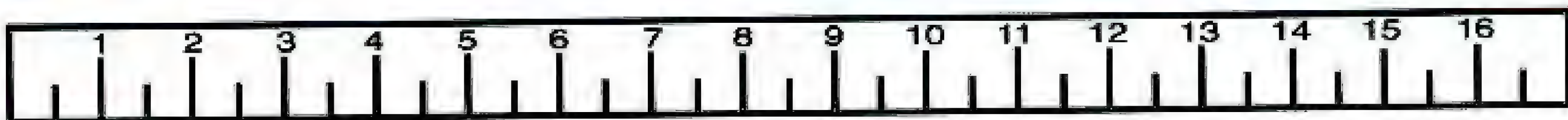
about _____ centimeters

4.



about _____ centimeters

5.

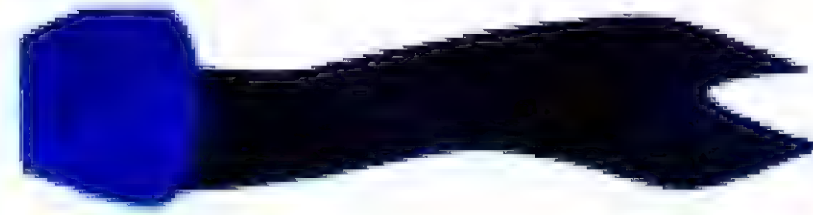


about _____ centimeters

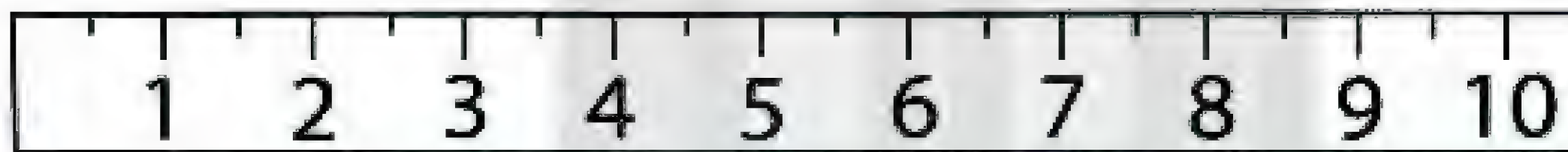




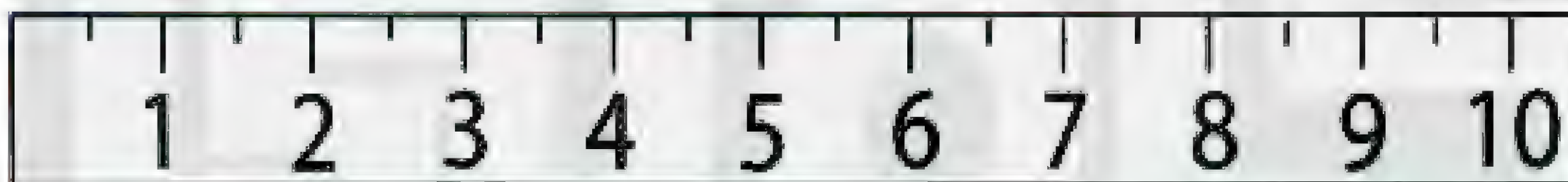
Write the number in centimeters .



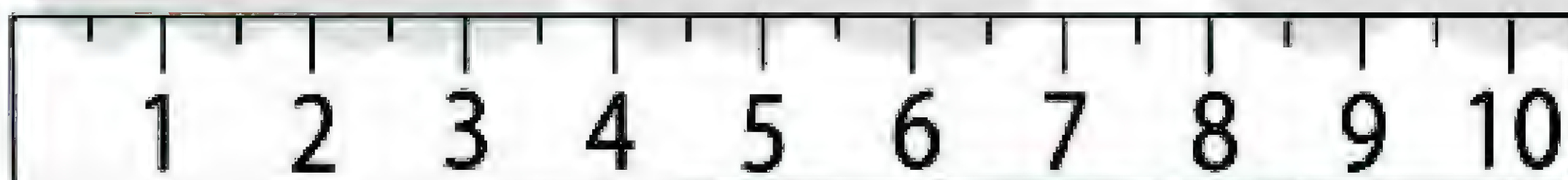
The ribbon measures: 4 centimeters long



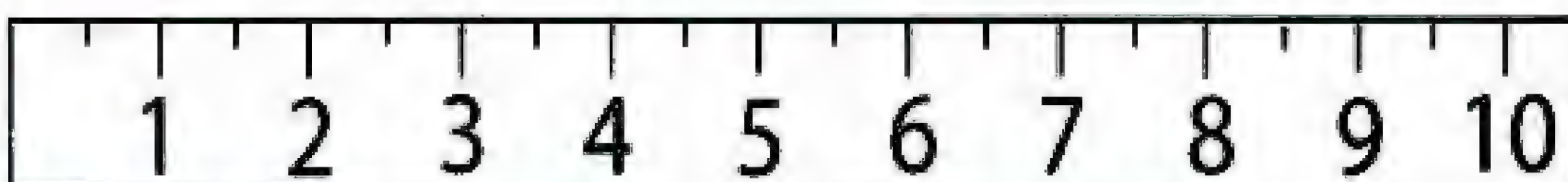
_____ centimeters



_____ centimeters



_____ centimeters



_____ centimeters





Measurement:
Length in Centimeters

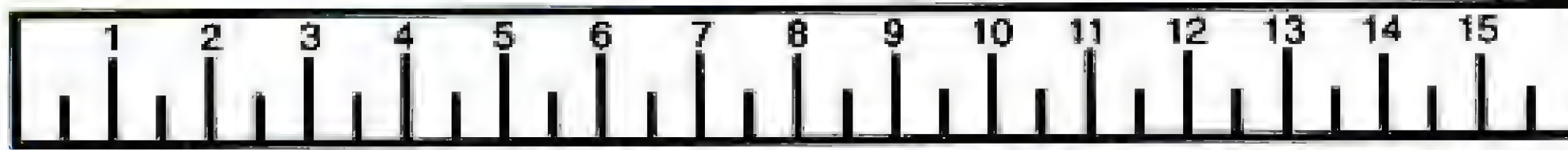


Write the number in centimeters .



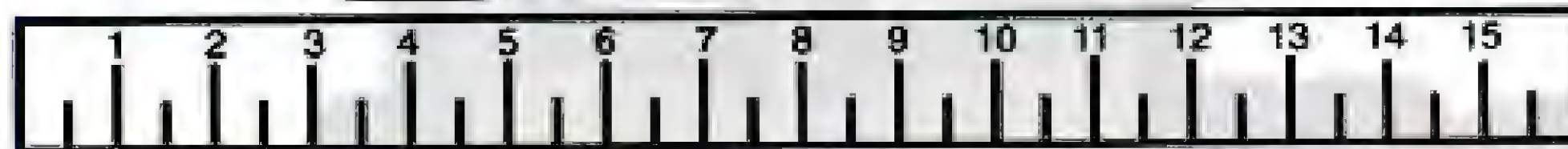
_____ centimeters

1)



_____ centimeters

2)



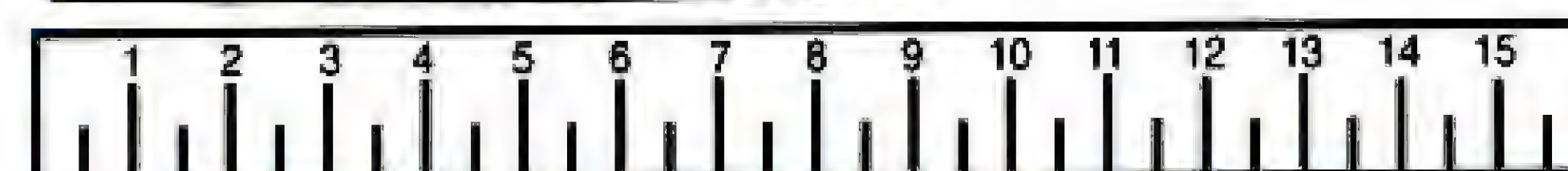
_____ centimeters

3)



_____ centimeters

4)





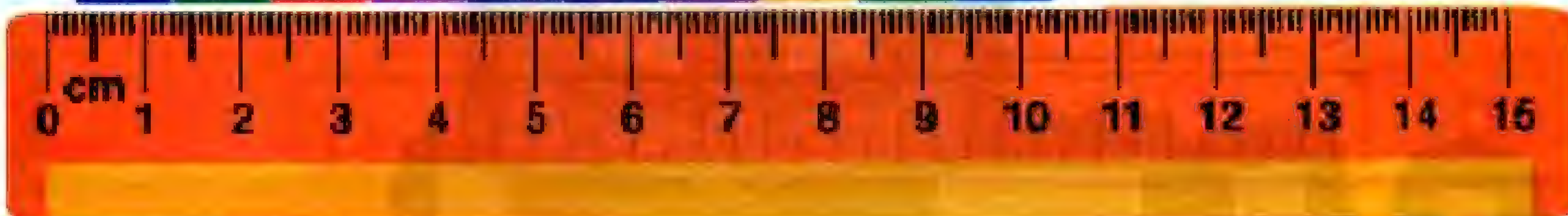
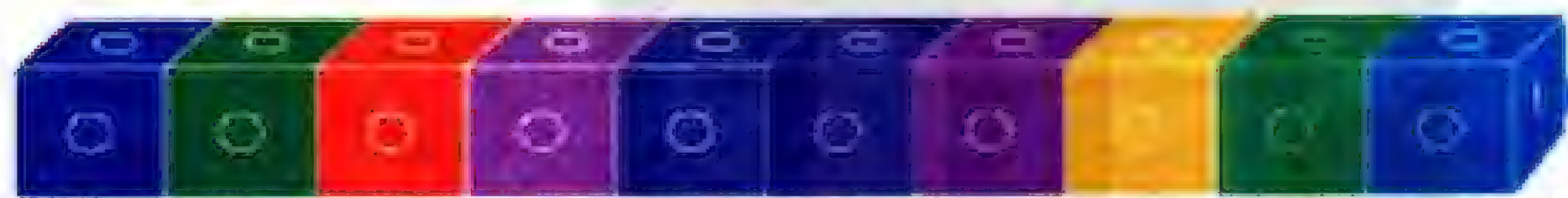
Write the number in centimeters .



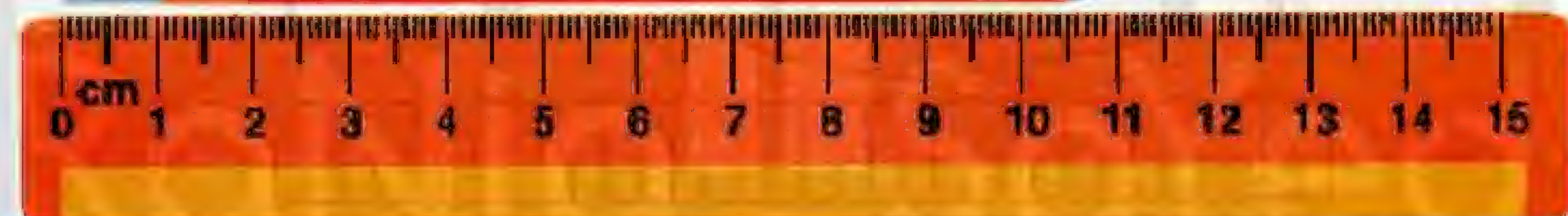
تابع جديد ذاكرولى على موقعنا
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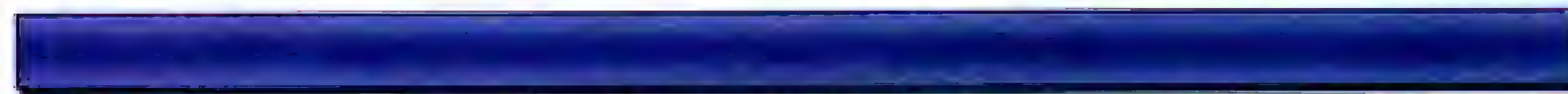
Length =



Length =



Length =



Length =



هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Pencil Problems



Pencils come in all shapes and sizes ! lets figure out which ones are the longest .

a) Pencil A is 6 cm long . pencil B is 2 cm long . How much longer is pencil A than pencil B ?

Pencil A



Pencil B



b) Pencil C is 10 cm long . Pencil D is 4 cm long . How much longer is pencil C than pencil D ?

Pencil C

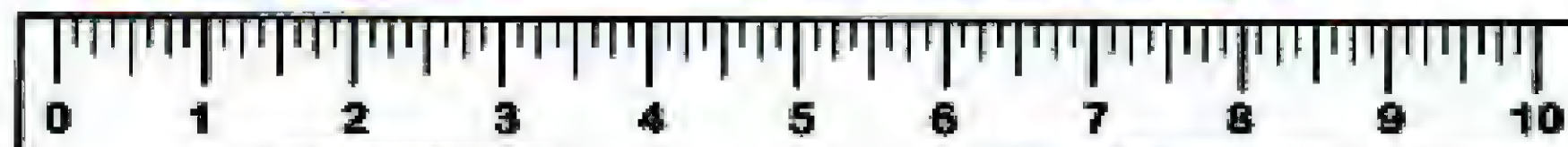


Pencil D

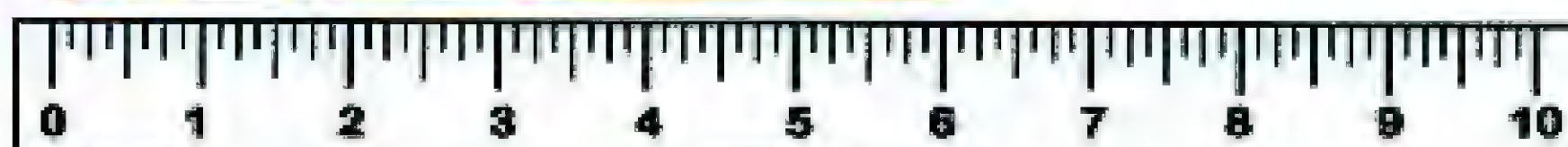


c) Pencil E is 9 cm long . pencil F is 7 cm long . How much longer is pencil E than pencil F ?

Pencil E



Pencil F

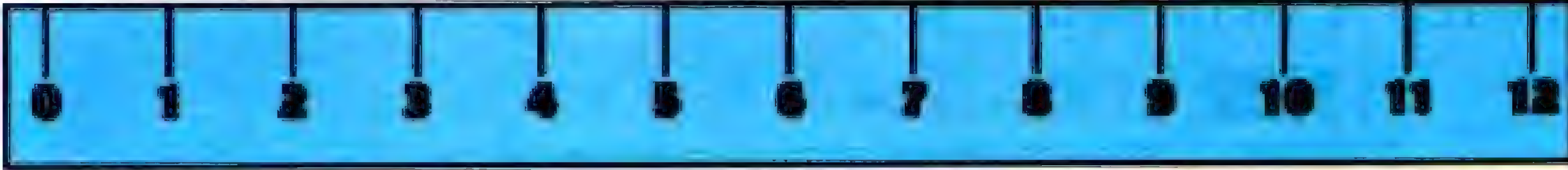




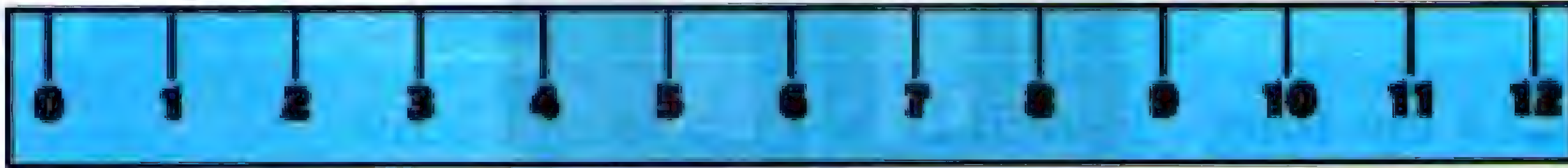
Write the number in centimeters .



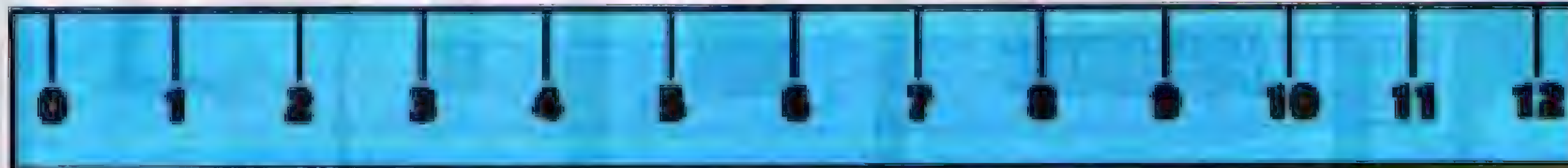
Length = ----- cm



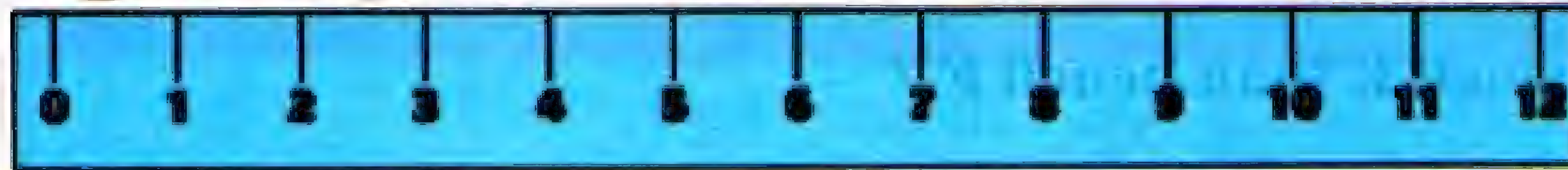
Length = ----- cm



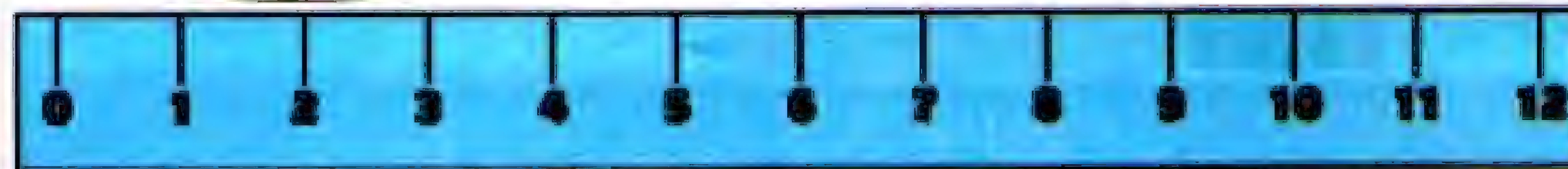
Length = ----- cm



Length = ----- cm



Length = ----- cm





Measure at Home

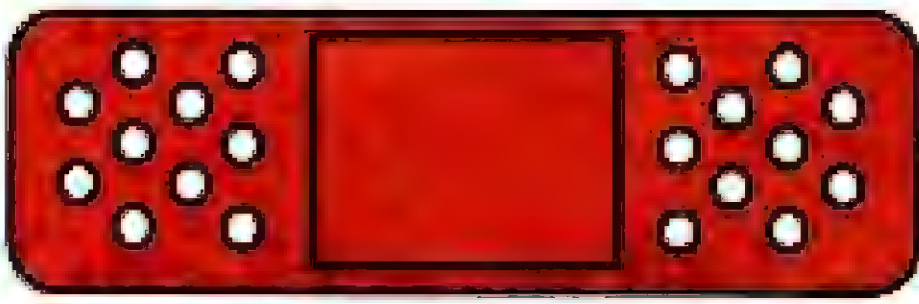
Use a centimeter ruler to measure these items in your home. Write the lengths in the spaces below.



about centimeters



about centimeters



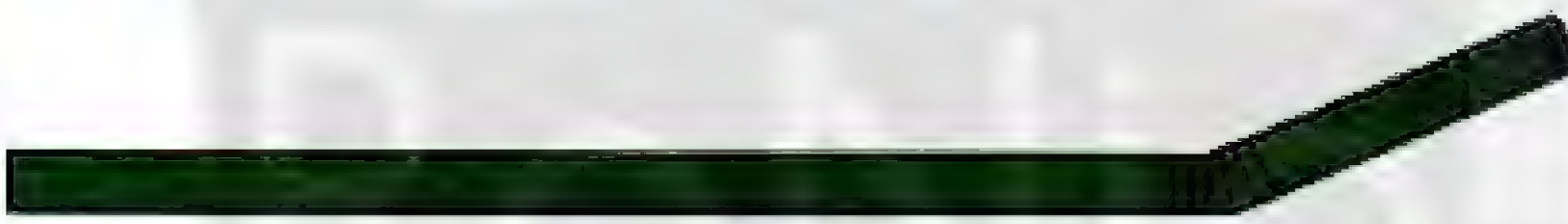
about centimeters



about centimeters

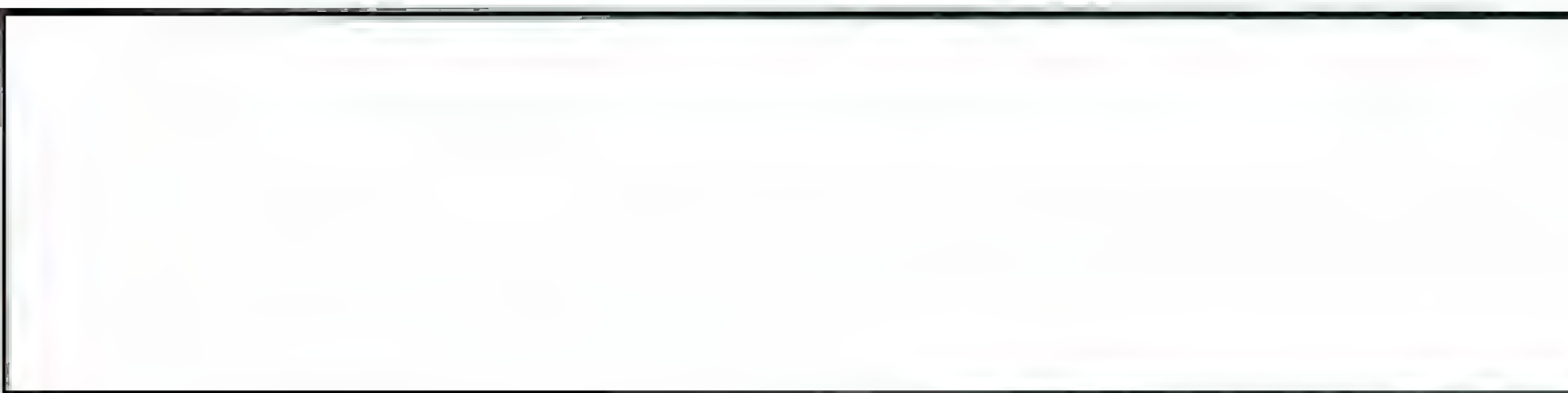


about centimeters

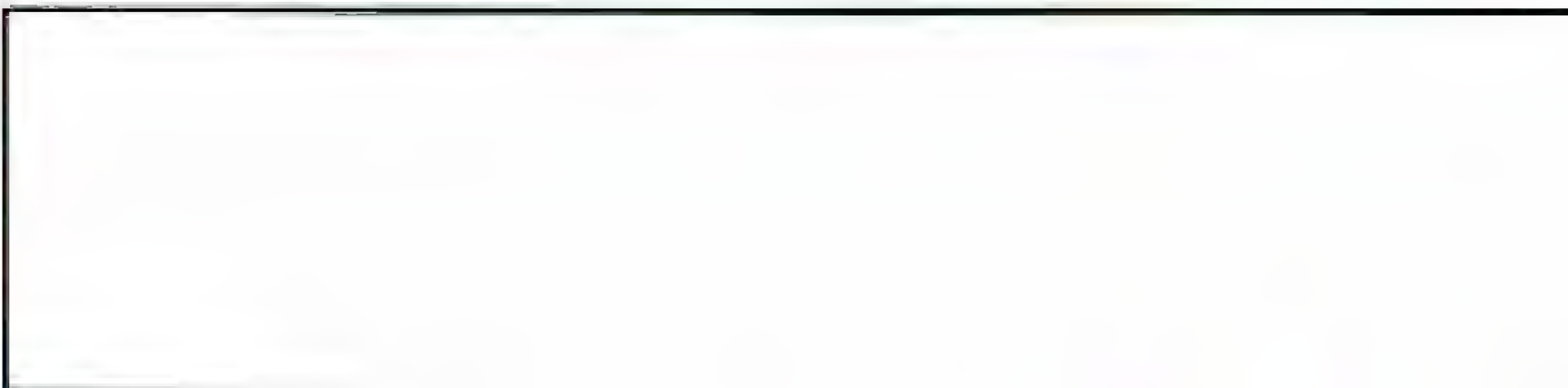


about centimeters

Find more items to measure. Draw the item in the space below and write the measurement.



about centimeters



about centimeters





Estimate the answer in centimeters and choose the correct .

- The length of Maths book ----- (5 cm – 30 cm – 50 cm)
- The length of eraser ----- (5cm – 20 cm – 30 cm)
- The length of your shoes ----- (18 cm – 28 cm – 80 cm)
- The length of your pencil ----- (5 cm – 30 cm – 12 cm)
- The length of the pyramid ----- (60 cm – 140 m. – 15 cm)
- The length of the car ----- (10 cm – 10 m – 50 cm)
- The length of Cairo tower ----- (17cm – 170 m – 50 cm)



Draw a line with 5 cm long using ruler and a pencil .



Draw a line with 7 cm long using ruler and a pencil .



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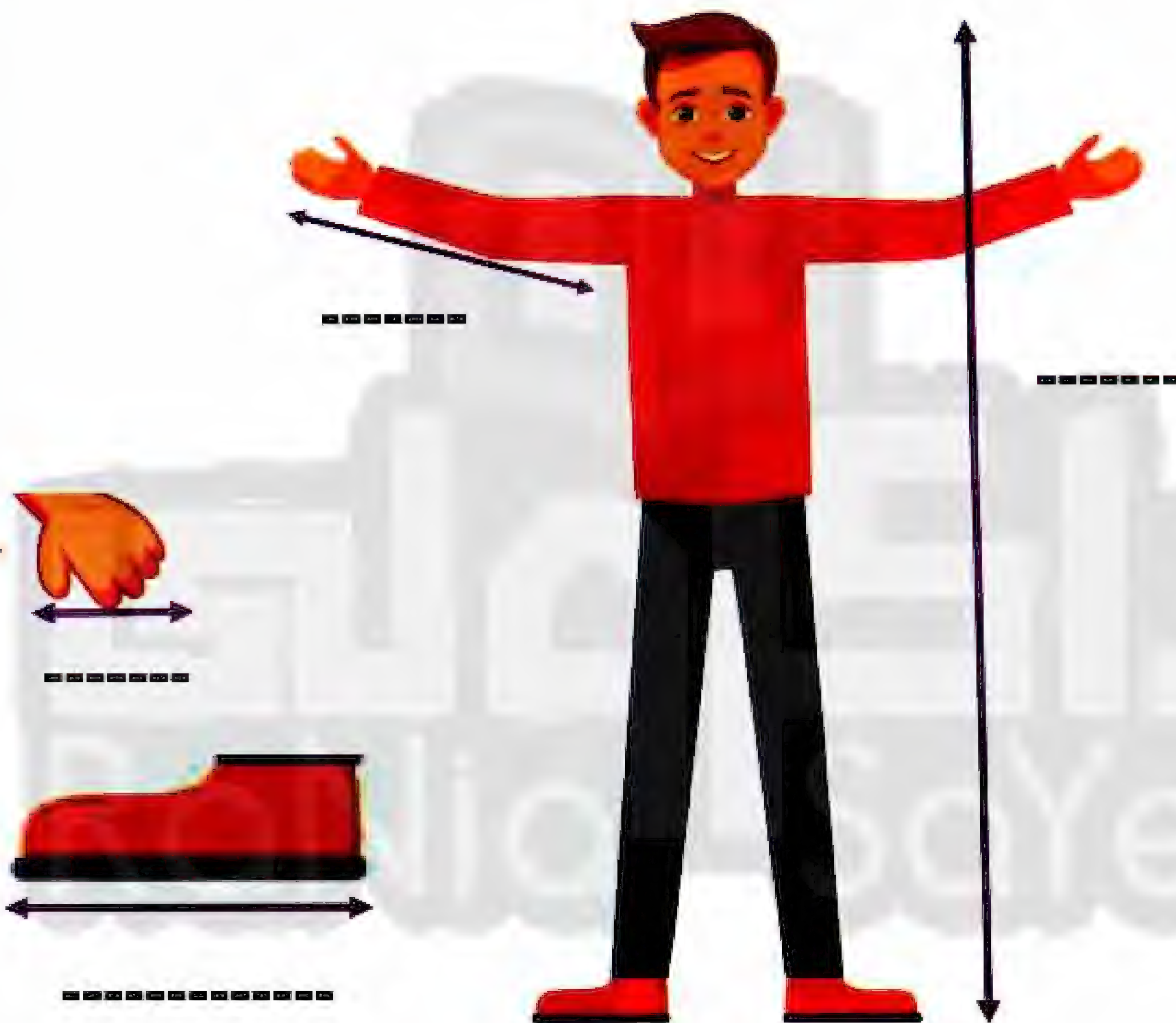
هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Ahmed took some measurements for his friend and he recorded the lengths (28 cm , 1m , 15 cm , 45 cm)



Write each of these lengths in the correct place on the pictures according to what you think .



اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الأطفال للصف الثالث الاعدادي

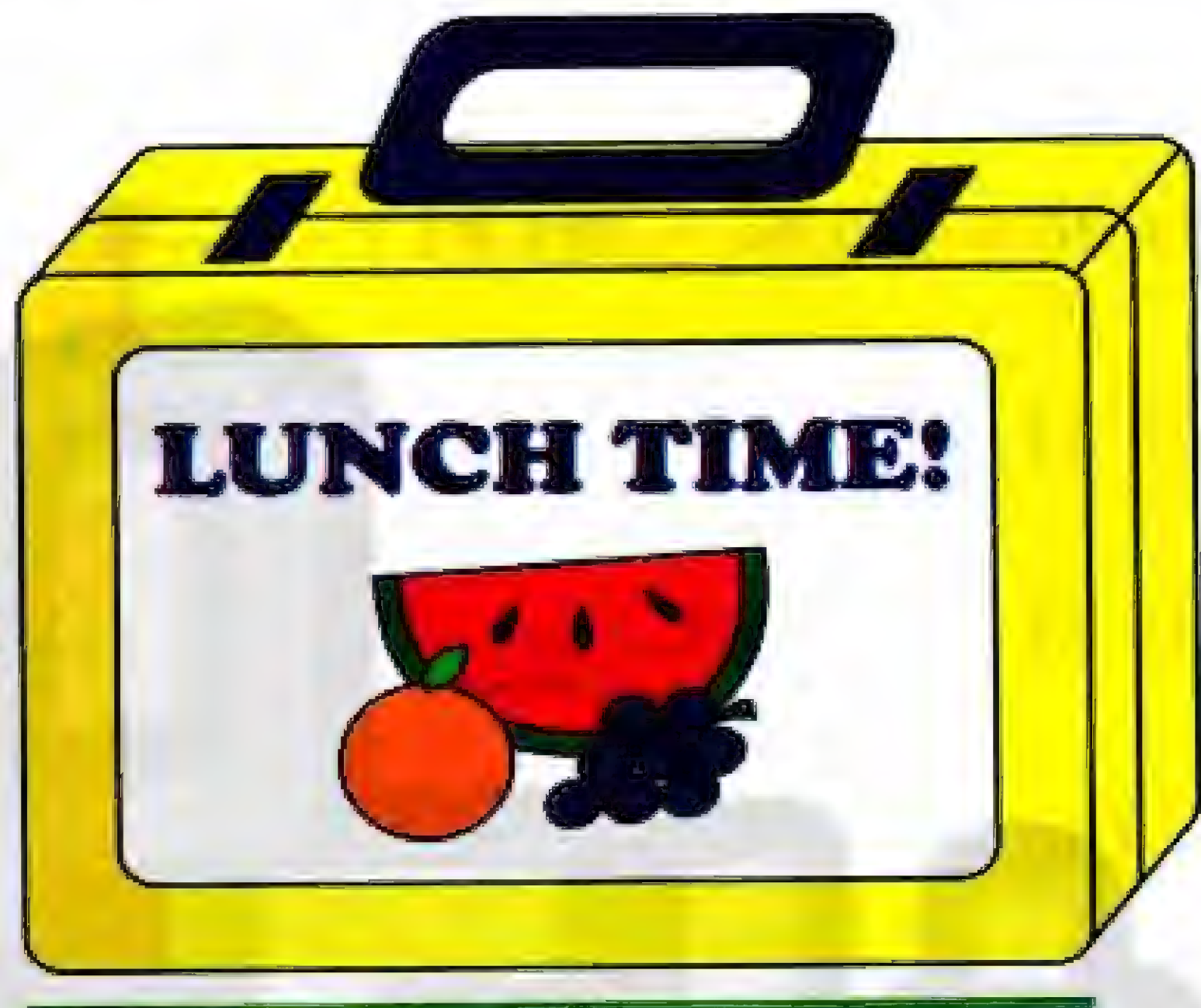


هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>



How Long Are Your School Supplies in Centimeters?

Cut out the ruler at the bottom of the page and use it to measure these school supplies! Write your answers in the box below.

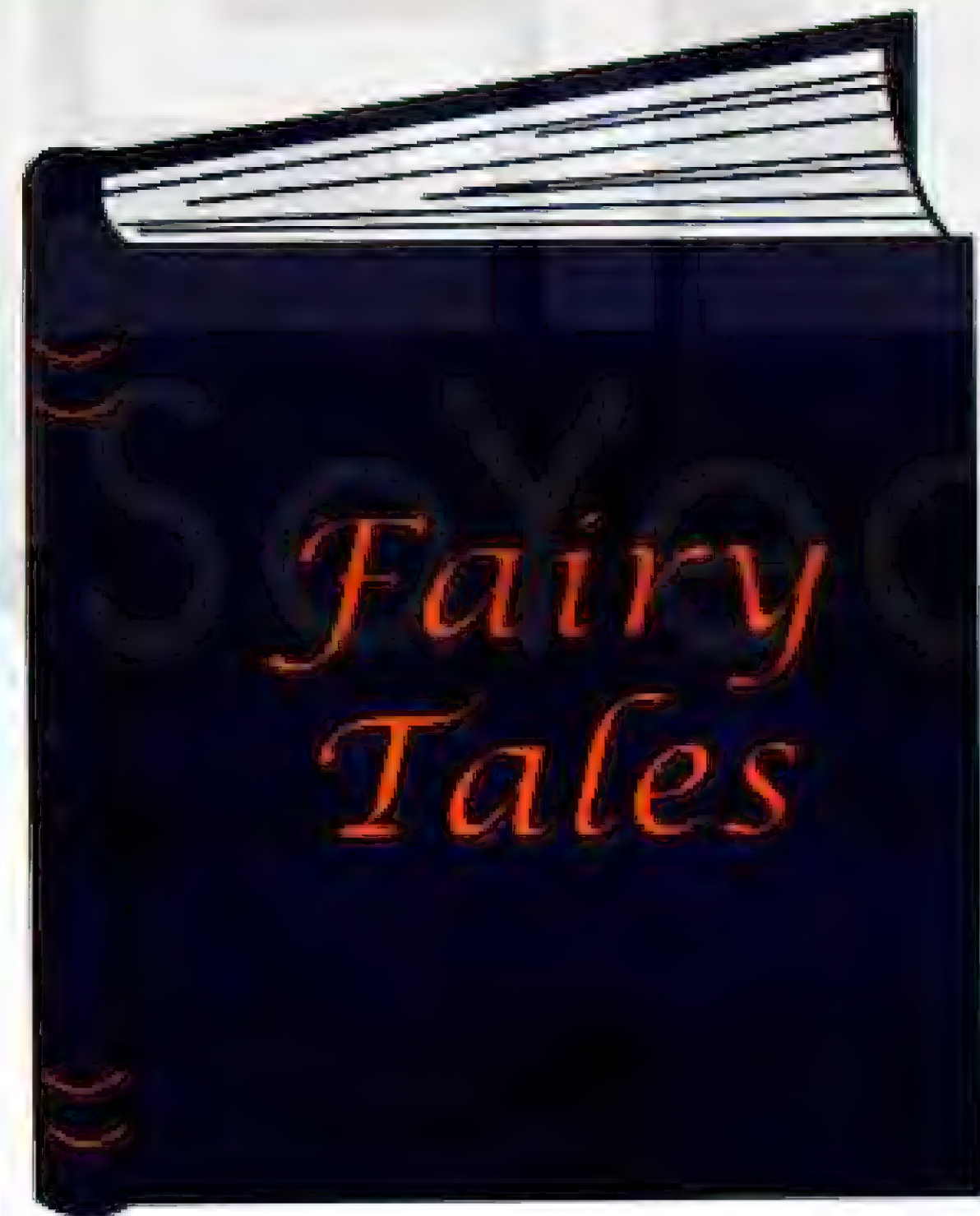


Lunch Box _____ cm.

Pencil _____ cm.

Sticker _____ cm.

Book _____ cm.





How would you measure?

...an elephant?



m

cm

...an arm?



cm

m

...a pencil?



m

cm

...a fork?



m

cm

...a car?



m

cm

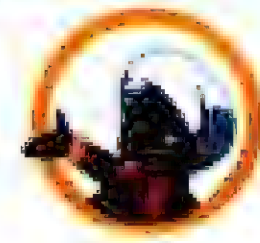
...a car?



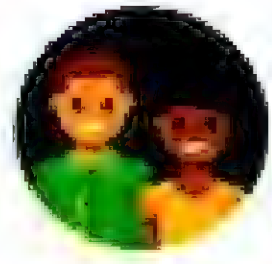
m

cm





Meter and Centimeter



A word to the parents .

By the end of this lesson your child would be able to

- Change from meter to centimeter and vice versa .
- Compare and order objects according to their lengths .

Meter (m)



1 meter = 100 centimeter

1m. = 100 cm

Example

If 1 meter (m.) = 100 centimeter (cm) .

Then 5 m. = 500 cm \ 700 cm = 7 m.

Notice that

6 m. and 35 cm = 600 + 35 = 635 cm

And also

815 centimeters = 8 meter and 15 centimeters



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Express the following lengths as in the example .

Example 6 meter = 600 cm

- 10 meter = ----- cm
- 7 meter = ----- cm
- ----- m. = 500 cm
- 9 m. = ----- cm
- 2 meter = ----- cm
- ----- m. = 500 cm
- 100 cm = ----- m.
- 8 m. = ----- cm



Express the following lengths as in the example .

Example 200 cm = 2 m.

- 300 cm = ----- m.
- 500 cm = ----- m.
- 900 cm = ----- m.
- 400 cm = ----- m.
- 600 cm = ----- m.
- 700 cm = ----- m.
- 100 cm = ----- m.
- 800 cm = ----- m.





Express the following lengths as in the example .

Example 3 meters and 65 centimeters = 365 cm

- 4 meters and 75 centimeters = ----- + ----- = ----- cm
- 7 meters and 23 centimeters = ----- + ----- = ----- cm
- 8 meters and 15 centimeters = ----- + ----- = ----- cm
- 6 meters and 50 centimeters = ----- + ----- = ----- cm
- 9 meters and 12 centimeters = ----- + ----- = ----- cm
- 3 meters and 32 centimeters = ----- + ----- = ----- cm
- 2 meters and 63 centimeters = ----- + ----- = ----- cm
- 1 meter and 10 centimeters = ----- + ----- = ----- cm



Express the following lengths as in the example .

Example 545 centimeters = 5 meters and 45 centimeters

- 710 centimeters = -----meters and ----- centimeters
- 320 centimeters = -----meters and ----- centimeters
- 875 centimeters = -----meters and ----- centimeters
- 990 centimeters = -----meters and ----- centimeters
- 623 centimeters = -----meters and ----- centimeters
- 250 centimeters = -----meters and ----- centimeters
- 643 centimeters = -----meters and ----- centimeters
- 888 centimeters = -----meters and ----- centimeters





put $<$, $>$ or $=$.

• 2 meter and 23 centimeter $<$ 233

- 1 meter and 73 centimeter \bigcirc 174 centimeters
- 2 meter and 50 centimeter \bigcirc 250 cm
- 3 meter and 63 centimeter \bigcirc 633 cm
- 938 cm \bigcirc 9m.and 89 cm
- 823 cm \bigcirc 8m.and 32 cm
- 4 meter and 56 centimeter \bigcirc 465 cm



Arrange the following lengths ascendingly and descendingly .

80 cm , 740 cm , 6 m. , 980 cm

Ascendingly -----

Descendingly -----

6 meter , 590 cm , 705 cm , 650 cm

Ascendingly -----

Descendingly -----





8 meter , 127 cm , 1m. , 890 cm

Ascendingly

Descendingly

5 m. , 590 cm , 410 cm , 665 cm

Ascendingly

Descendingly

880 cm , 65 cm , 2 m. , 242 cm

Ascendingly

Descendingly

774 cm , 147 cm , 1meter + 74 cm , 1m.

Ascendingly

Descendingly





Solids

3-D Shapes



A word to the parents

By the end of this lesson your child should be able to

- Recognize the name of the following solids .
- Recognize some properties of solids .

3D Shapes



square-based pyramid



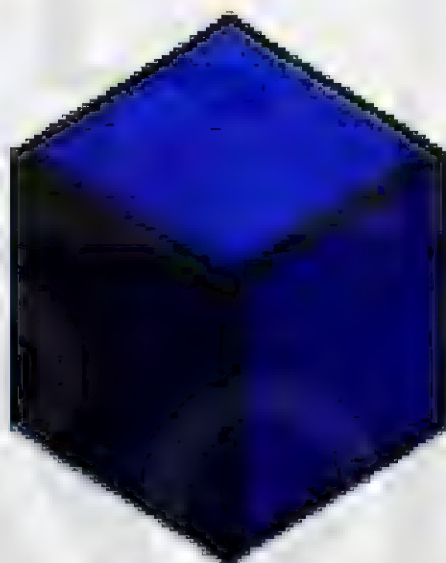
triangular prism



cone



cuboid



cube



cylinder



sphere

Vertex

Face

Edge

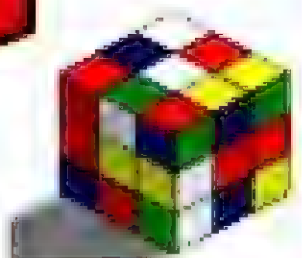
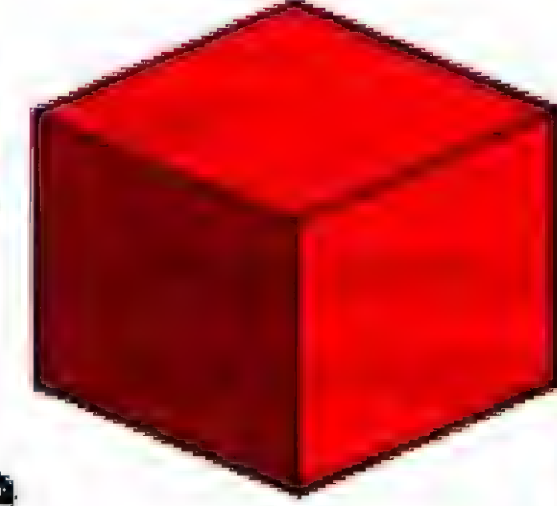
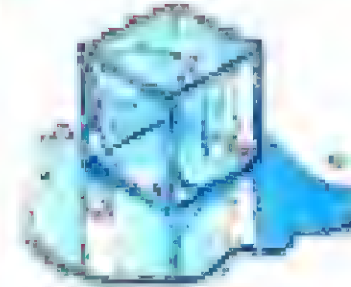




Read and learn the names of the solids.



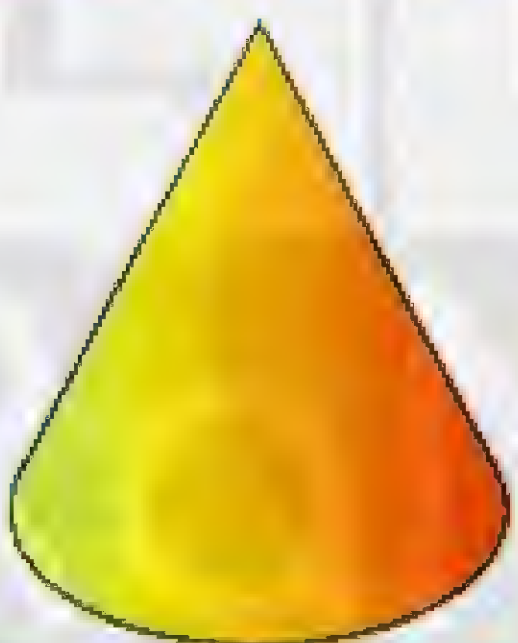
Cuboid



Cube



Prism



Cone



Cylinder



Pyramid

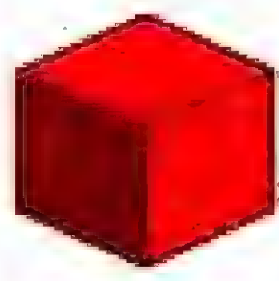


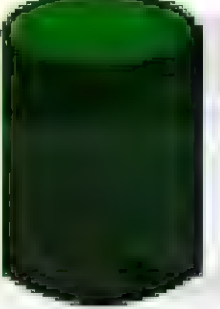



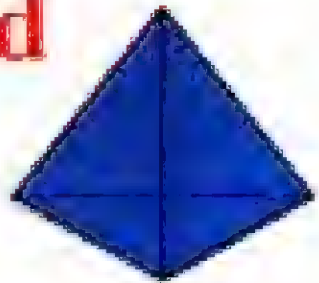


Sphere

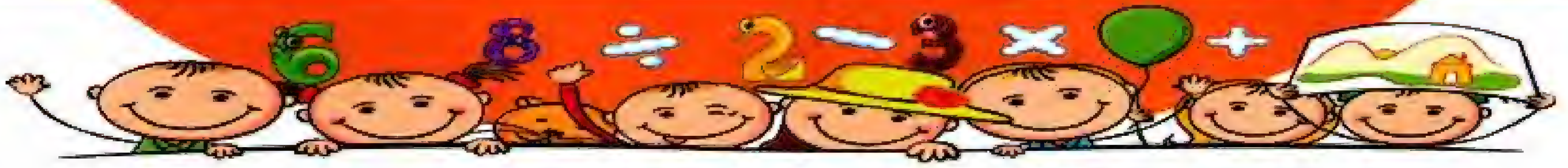




Let's learn the properties of each solid .

Solid	Properties
Cube 	It has ● 8 vertices ● 12 edges ● 6 faces Each face is a square .
Cuboid 	It has ● 8 vertices ● 12 edges ● 6 faces Each face is a rectangle .
Square- based pyramid 	It has ● 5 vertices ● 1 square base ● 8 edges ● 4 side faces (each face is a triangle)
cylinder 	It has ● no vertices ● 2 bases each base is a circle
Cone 	It has ● 1 vertex ● 1 bases , base is a circle
triangular prism 	It has ● 6 vertices ● 3 side faces each is a rectangle ● 9 edges ● 2 bases, each is a triangle.
sphere 	It has ● no vertices ● no edges ● no faces
Triangular pyramid 	It has ● 4 vertices ● 6 edges ● 3 side faces , each is a triangle. ● 1 base , base is a triangle.





Shape Match



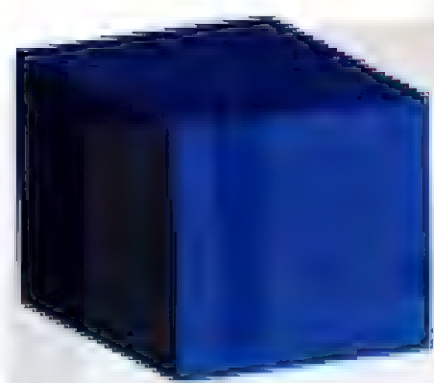
Cut out the names of each shape then paste them next to the correct object.



















Circle the shapes that are cylinder shaped .

Pie



Straw



Glass



Hamburger



Soda can



Sailboat



Onion



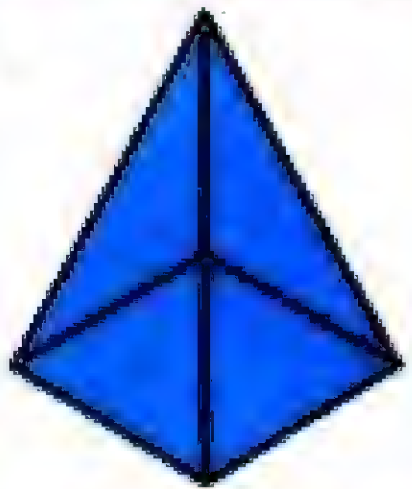
Shapes



Look at each illustration. What kind of shape is pictured?

Color in the bubble next to the correct answer.

1.



triangle



diamond



pyramid



cone



2.



star



hexagon



pentagon



octagon



3.



sphere



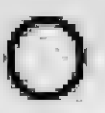
cone



cylinder



circle



4.



hexagon



oval



octagon



heart



5.



trapezoid



cube



rectangle



square



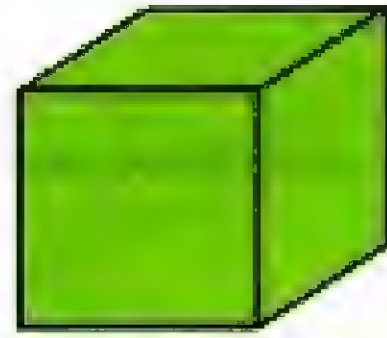


Match 3D and 2D



Draw a line to match the 3D objects to their 2D look alike.

Cube



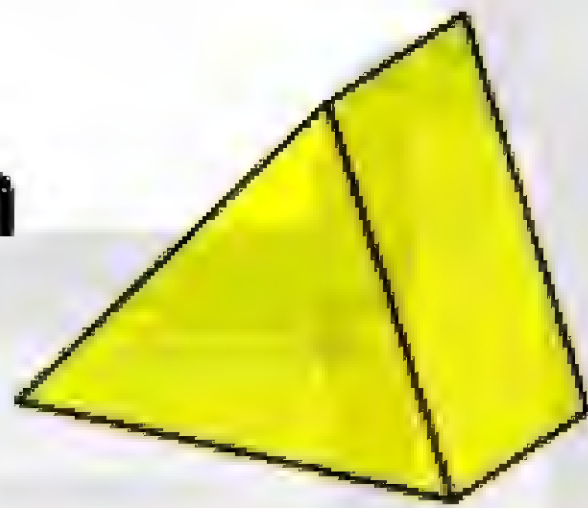
Triangle

Cuboid



Square

Prism



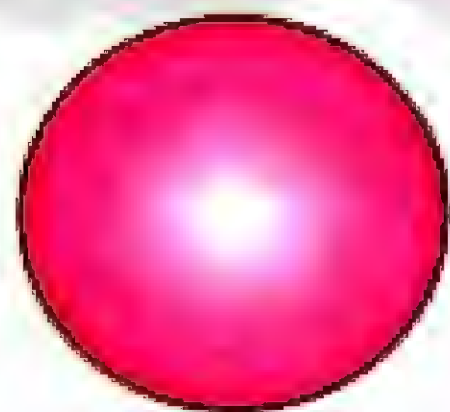
Circle

Cylinder



Rectangle

Sphere

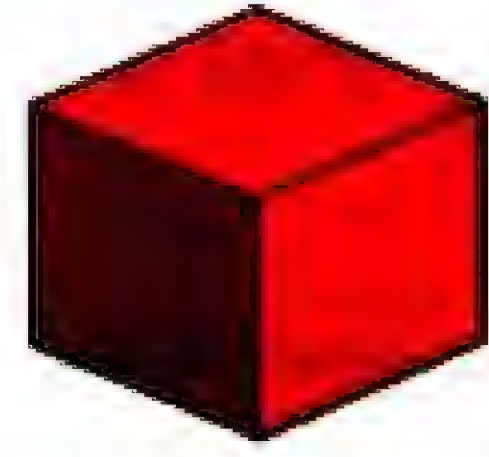
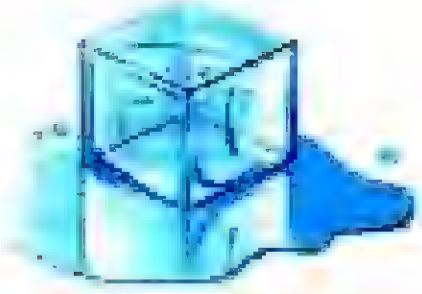


Name the shapes this house is made of.





join each solid with its name .



Cone

Cube

Cuboid

Cylinder

Pyramid

Prism




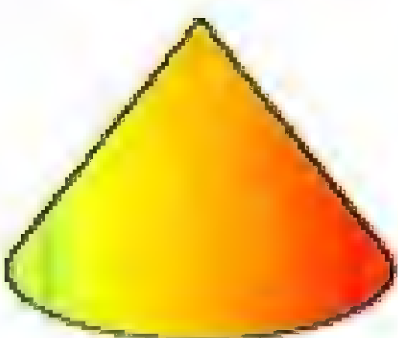

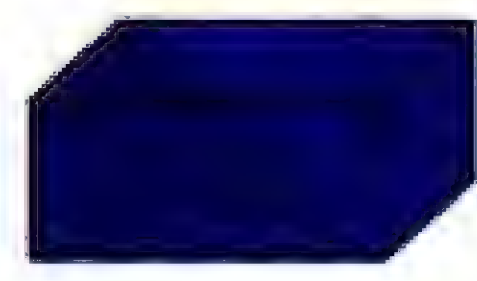
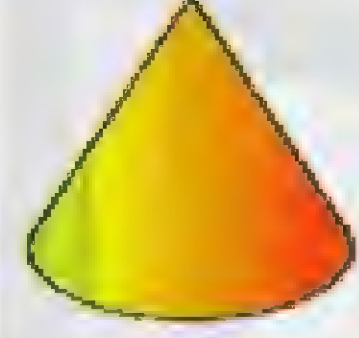



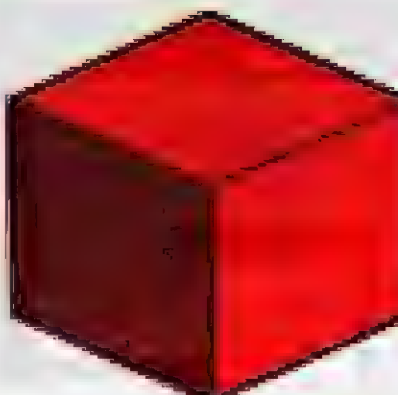


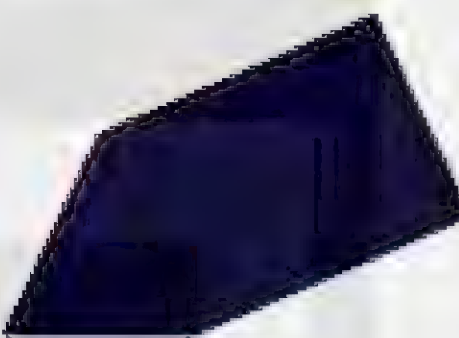

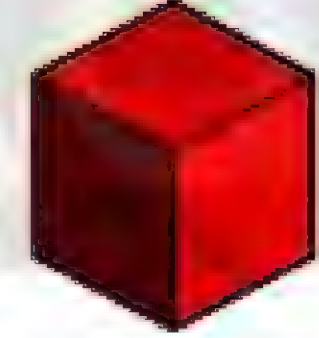
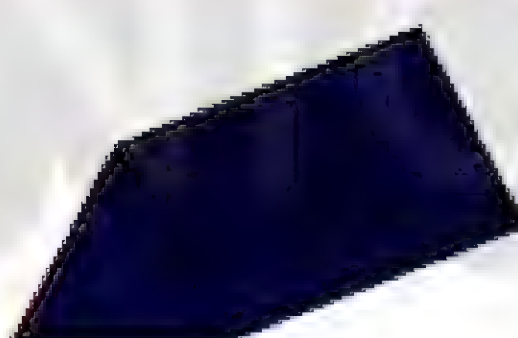



Sphere



235



Put a circle around the solid that matches that shape

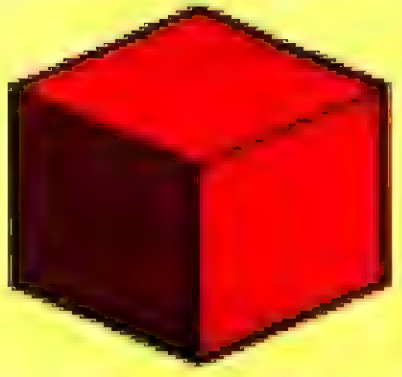
				
				
				
				

اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الأطفال للصف الثالث الاعدادي





Complete each of the following .



Name

.....

Vertices

Edges

Faces



Name

.....

Vertices

Edges

Faces



Name

.....

Vertices

Edges

Faces



Name

.....

Vertices

Edges

Faces



Name

.....

Vertices

Edges

Faces



Name

.....

Vertices

Edges

Faces



Name

.....

Vertices

Edges

Faces





Complete the following .

- The number of edges of a cone is -----
- The ----- has 9 edges .
- The number of vertices of a cuboid is -----
- The base of a cylinder is -----
- The number of faces in a triangular prism is -----
- The number of vertices of a cone is -----
- The number of side faces of a triangular prism is ---
and each face is a -----
- Each face of the faces of the cube is -----
- The number of edges in a sphere is -----
- The base of a square based pyramid is a -----
- What is the name of the solid that all its faces is
a rectangle ? -----





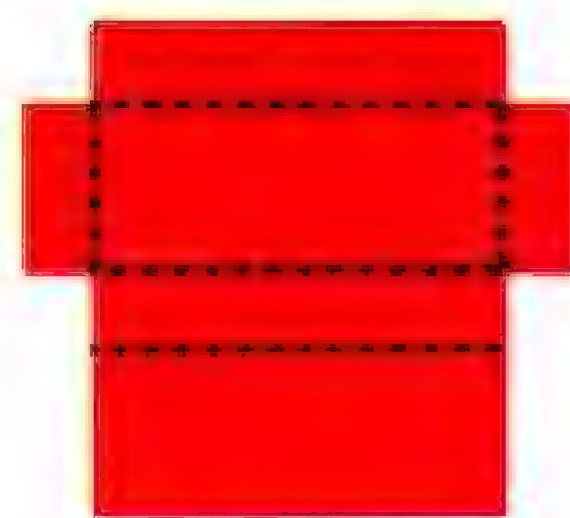
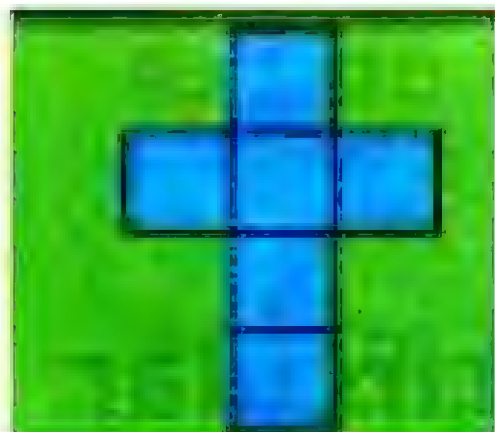
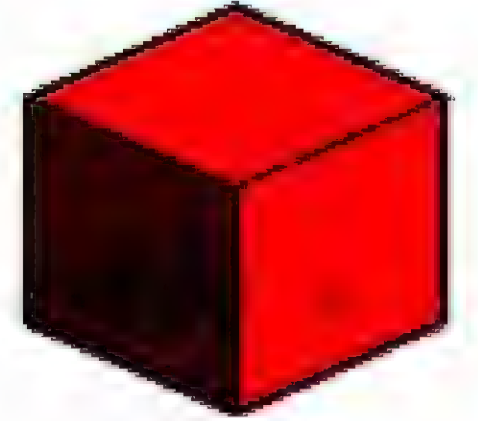
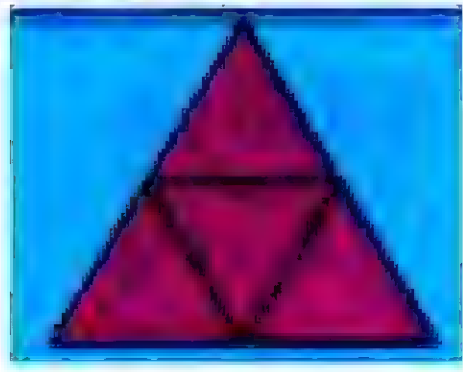
- What is the name of the solid whose faces are all triangles ? -----
- What is the name of the solid that has 2 bases in the form of a circle ? -----
- What is the name of the solid whose 2 bases are triangle ? -----
- What is the name of the solid that has 1 circular base and 1 vertex ? -----
- What is the name of the solid whose faces are all squares ? -----
- What is the name of the solid that has 9 edges ?-

- What is the name of the solid that has 8 edges ?-





Join each solid with it's net .



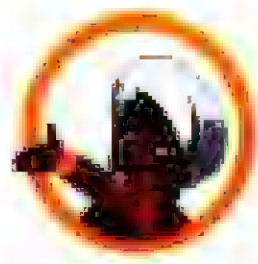


Complete the table .

Name	Number of vertices	Number of edges	Number of faces
Cube			
Square-based pyramid			
Triangular pyramid			
Cuboid			
Sphere			
Cone			
Triangular prism			
Cylinder			



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Measuring Weight

Chapter 6
Lessons
from 51-60



A word to the parents

By the end of this lesson your child should be able to

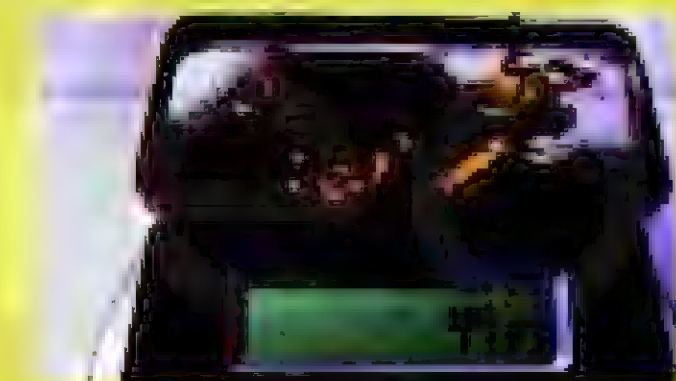
- Recognize the the weight and it's measuring .
- Compare between weights .

Weight is the measure of how heavy an object is

Example

We use scales for measuring weight of an object .

For light objects like measuring the weight of fruits or gold we use these scales



And the measuring unit for weight is

Gram (g.) for light objects and

kilogram (Kg.) for heavy objects



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Which is ?

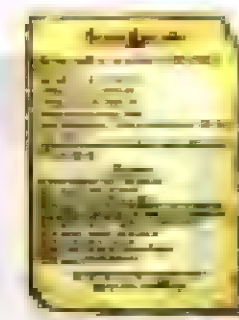
Which is heavier?

Which is lighter?



Which is heavier?

Which is lighter?



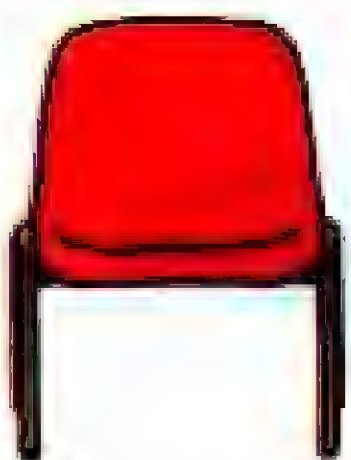
Which is heavier?

Which is lighter?



Which is heavier?

Which is lighter?

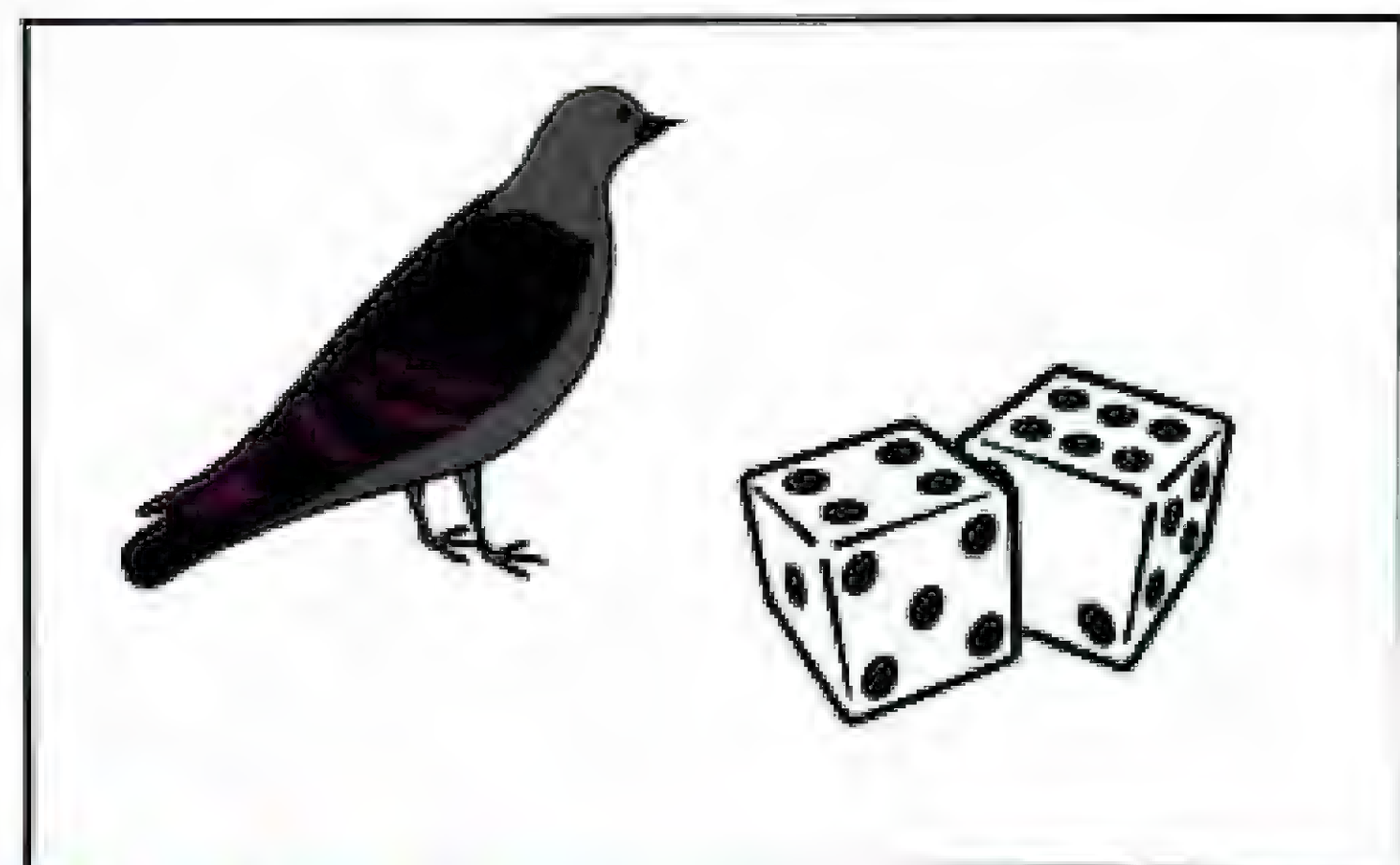




Weight

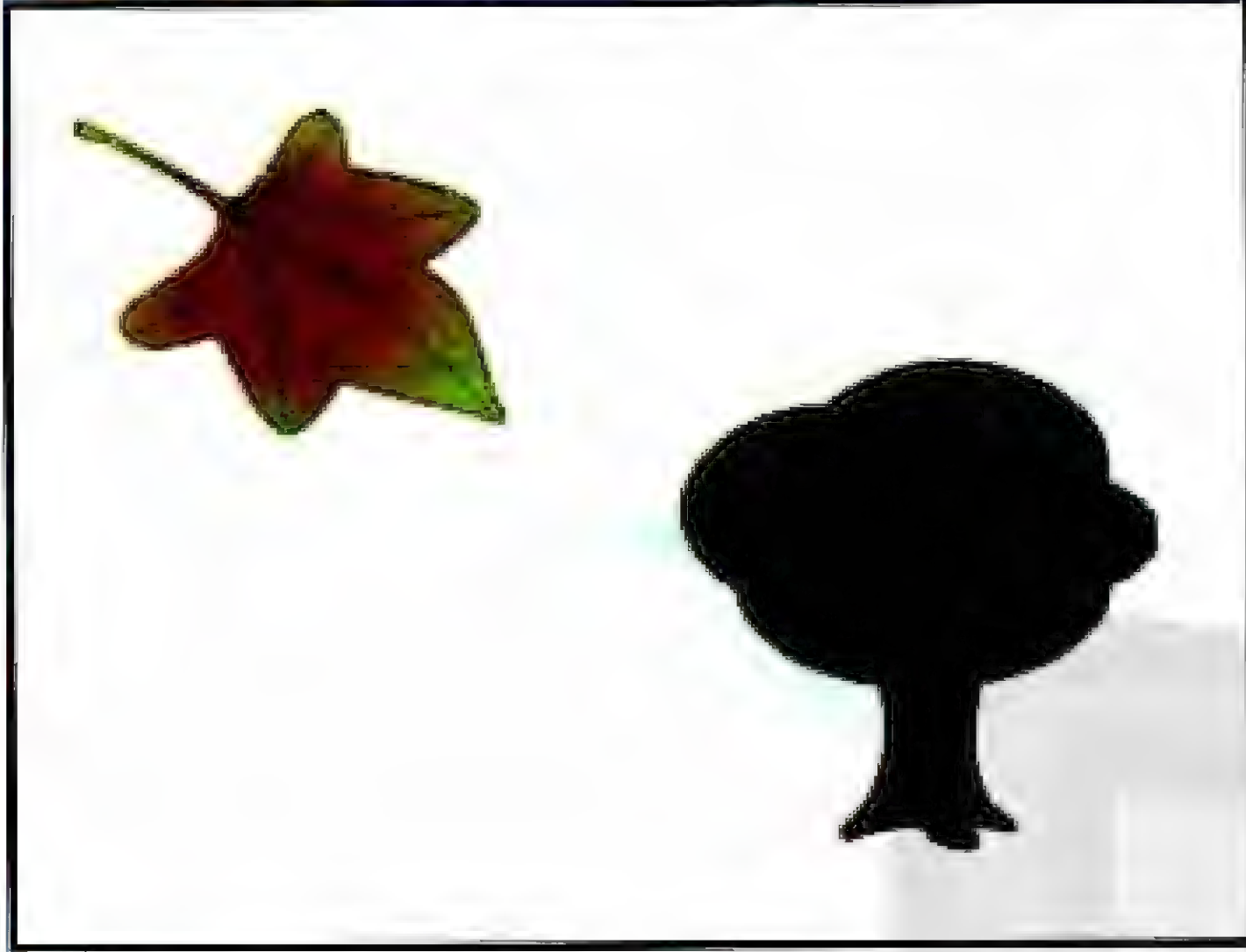


Circle the object that is heavier.





Put (✓) under the lighter object .





Gram (g.) or Kilogram (Kg.) ?



Decide which measuring unit is suitable for each of the following .



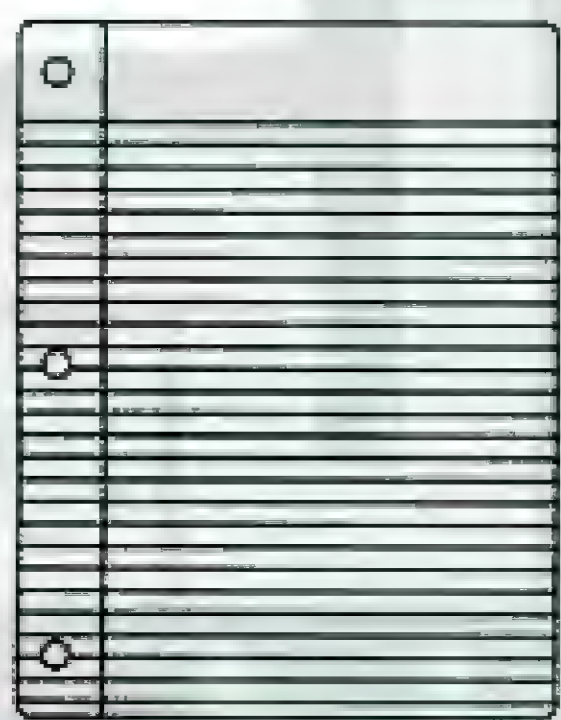
Kilogram (kg.)

Gram (g.)



Kilogram (kg.)

Gram (g.)



Kilogram (kg.)

Gram (g.)



Kilogram (kg.)

Gram (g.)



Kilogram (kg.)

Gram (g.)

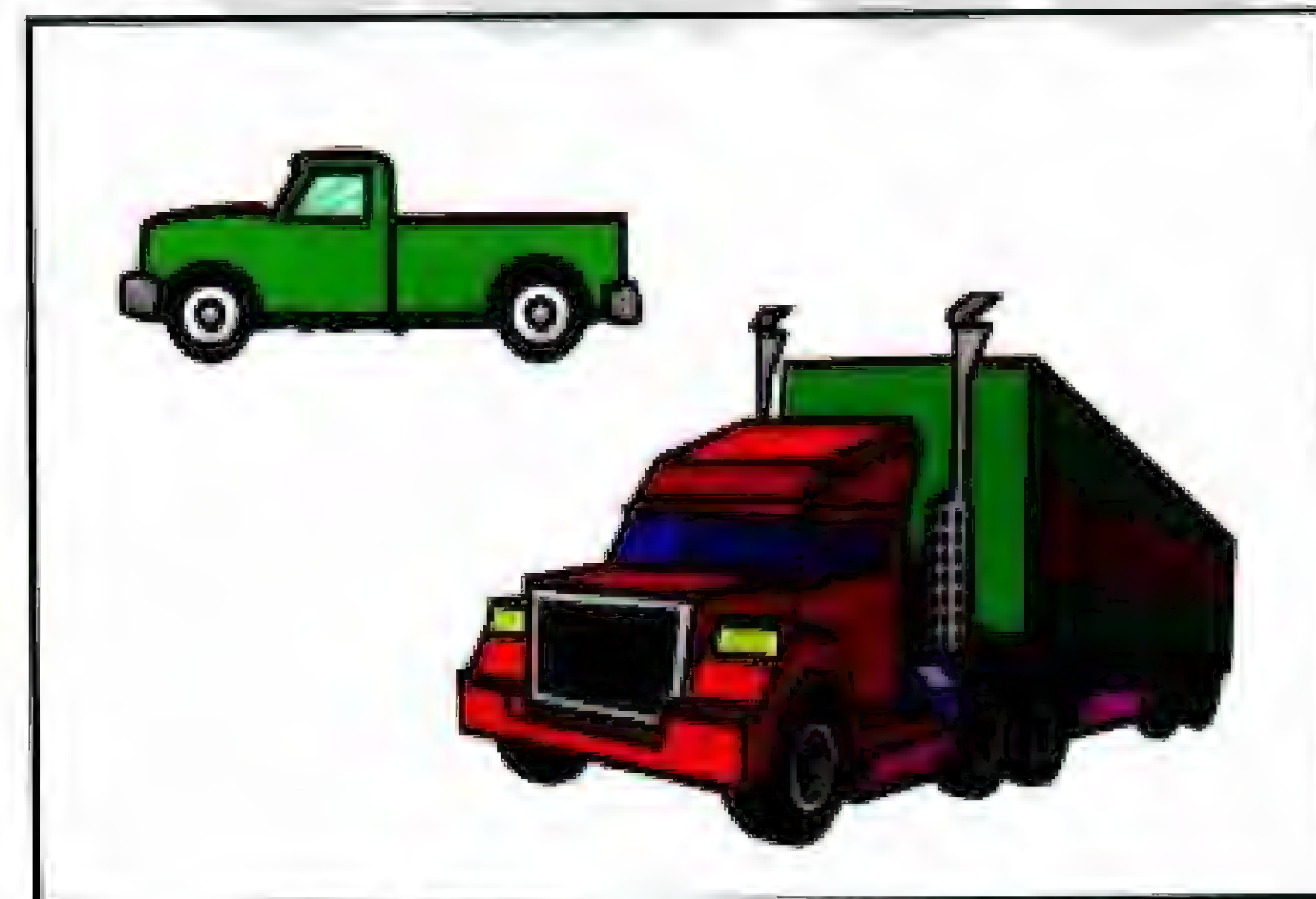
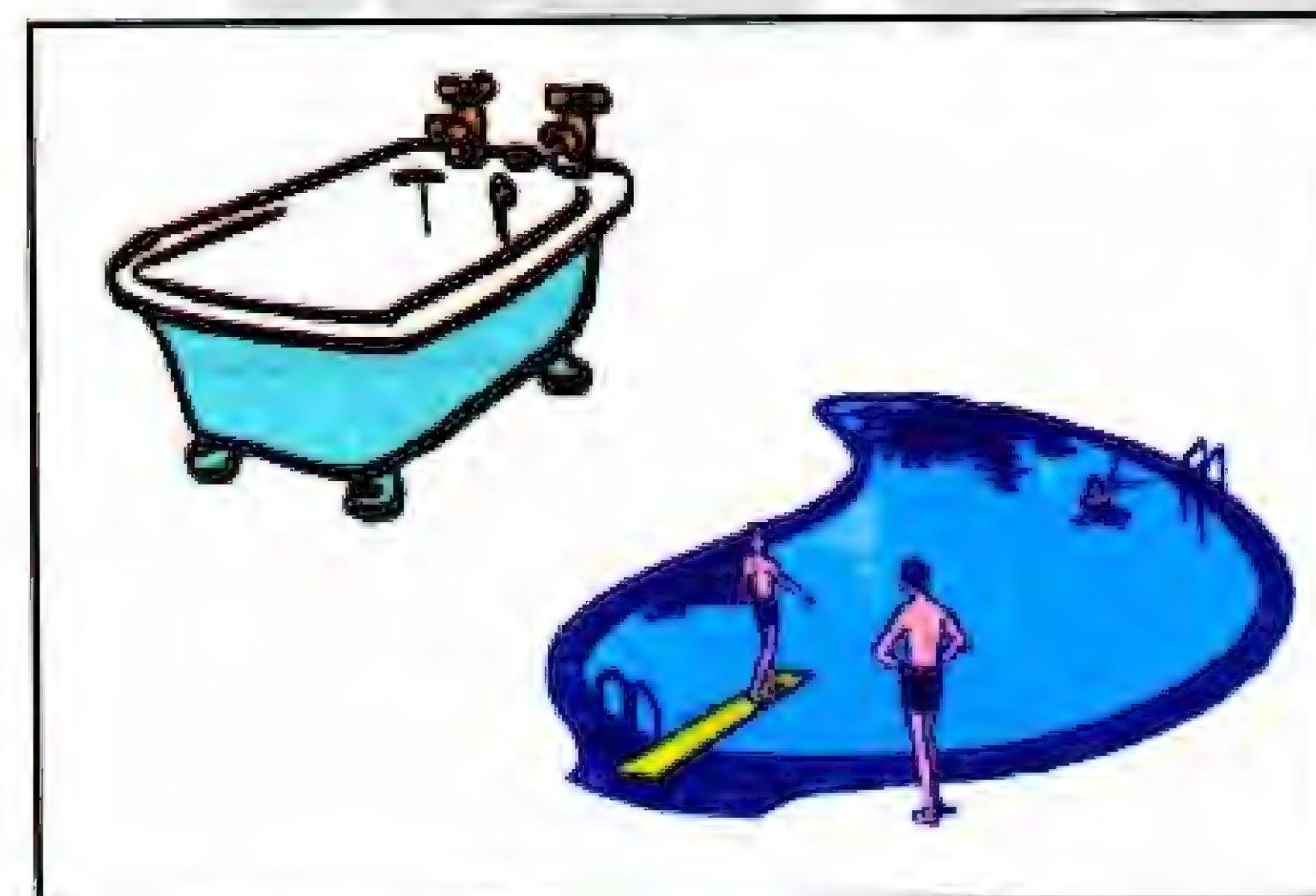
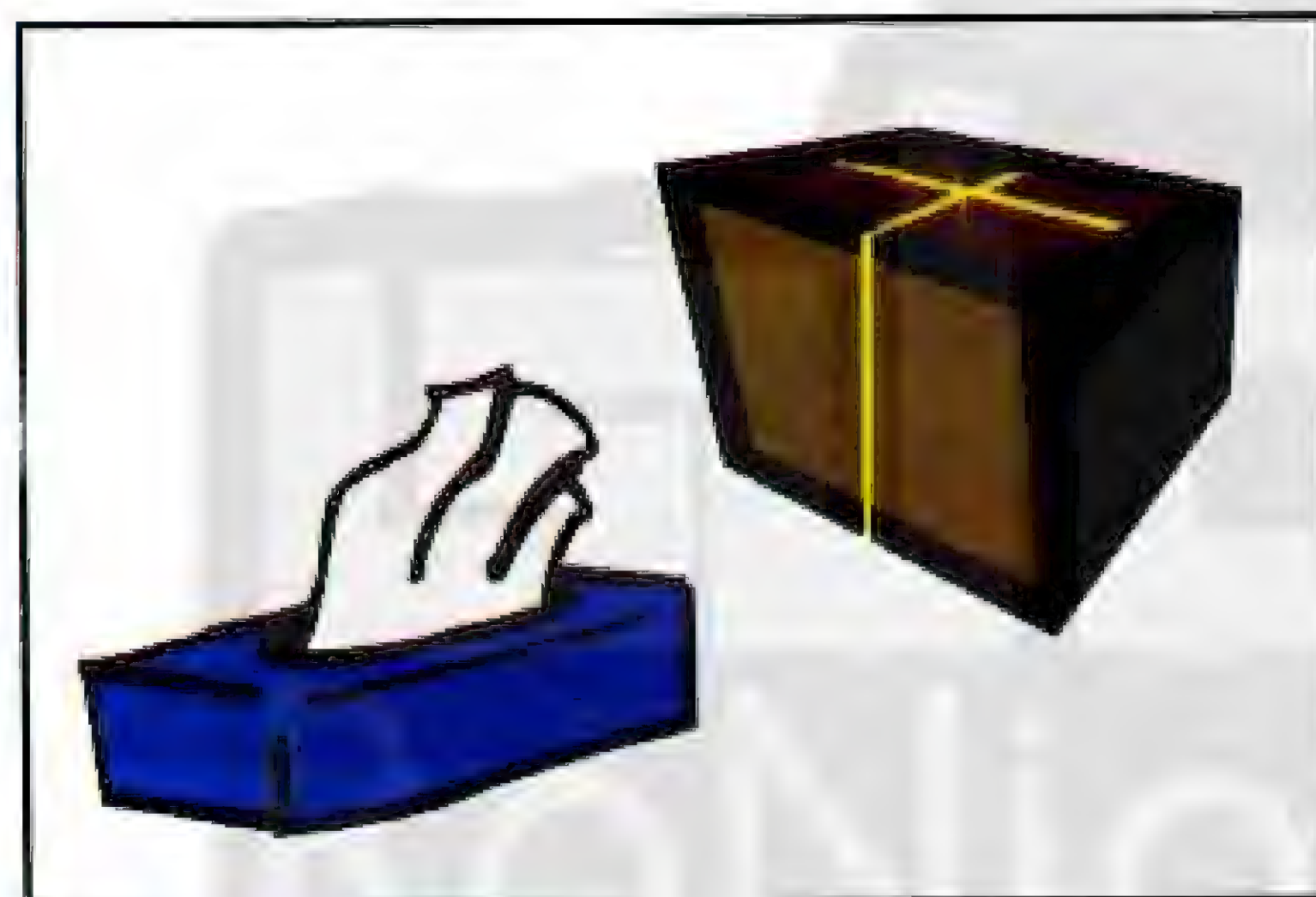


Kilogram (kg.)

Gram (g.)



Which is heavier?





Ordering Weight .



For each group , Write numbers 1-3 from lightest to heaviest .



2



3



1























COMPARE WEIGHTS



Number the objects from lightest to heaviest.

ACORN



SWAN



BISON



NARWHAL



WOODPECKER



DRAGONFLY



BELUGA

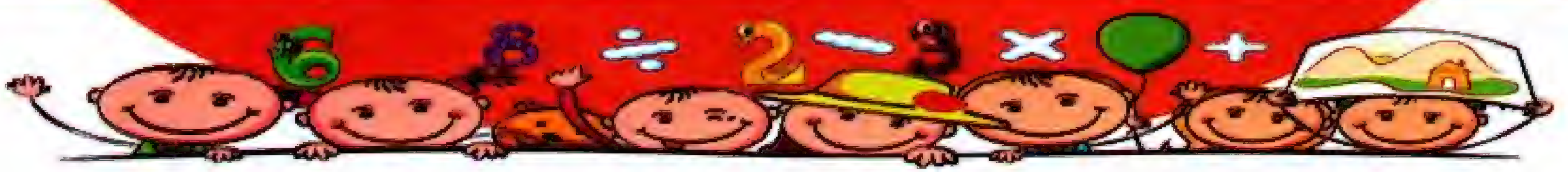


LIZARD



EAGLE





COMPARE WEIGHTS



Number the objects from lightest to heaviest.

BEE



CAT



HAMSTER



FROG



WALNUT



OWL



CARIBOU



PENGUIN



HUMMINGBIRD





COMPARE WEIGHTS



Circle the heaviest object. Draw a square around the lightest object.



BASEBALL



BASKETBALL



BOWLING BALL



GOLF BALL



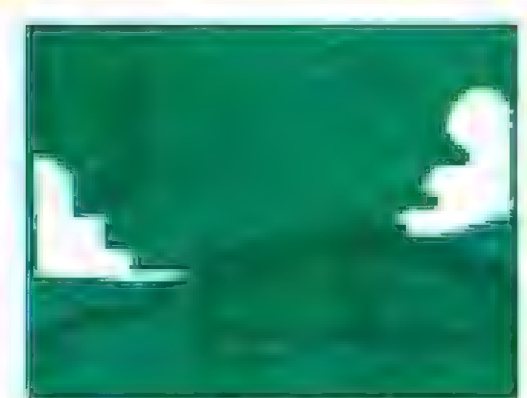
BOOKCASE



PAPER



NOTEPAD



PHOTO



FRAME



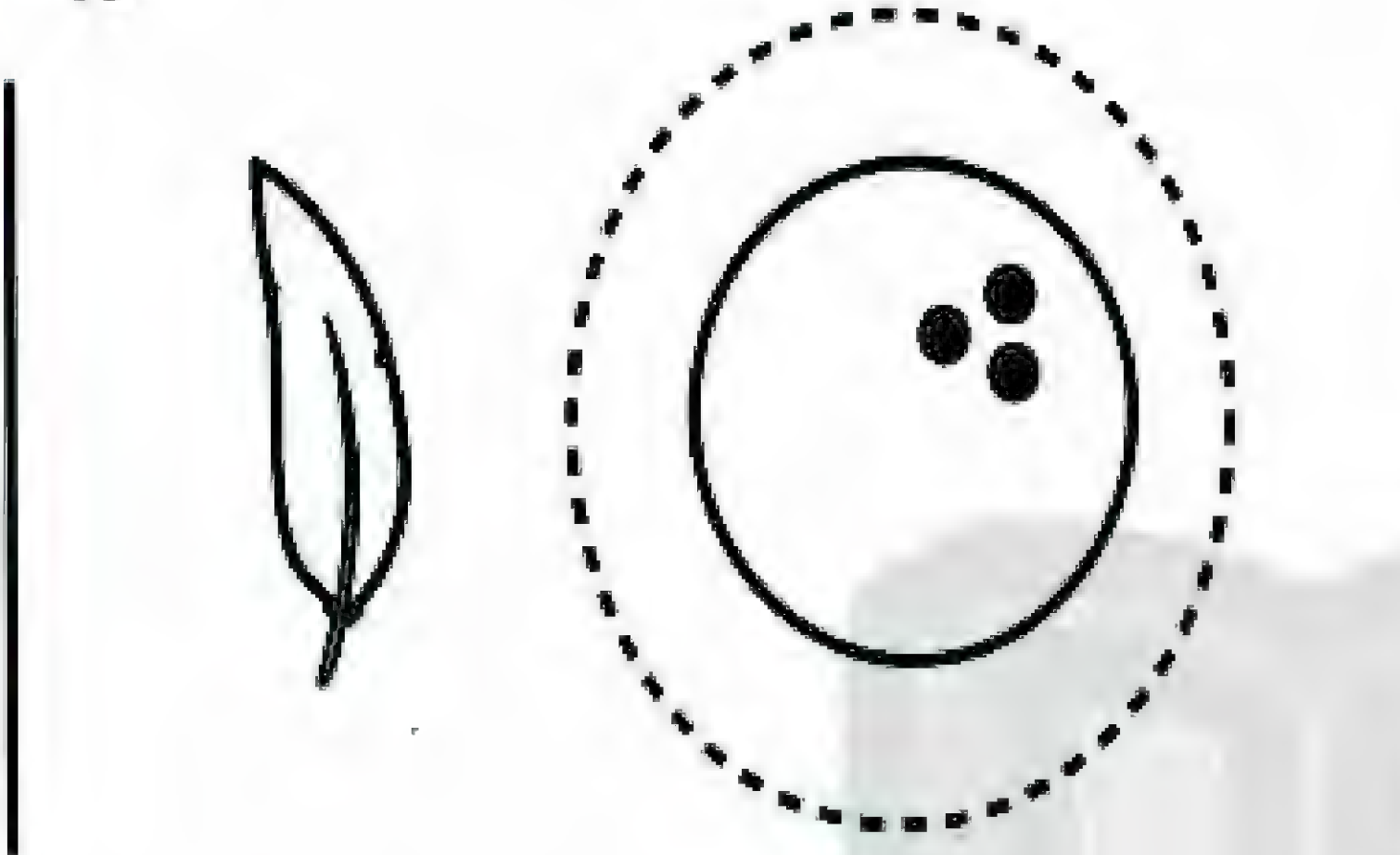
CAMERA



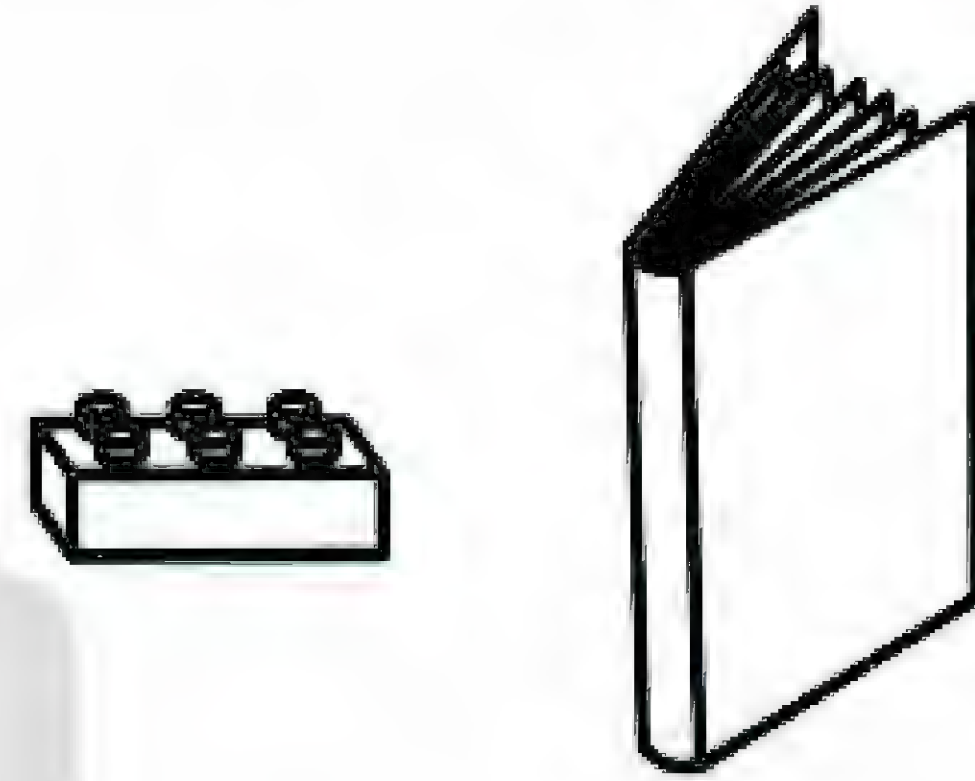


Color the heavier object .

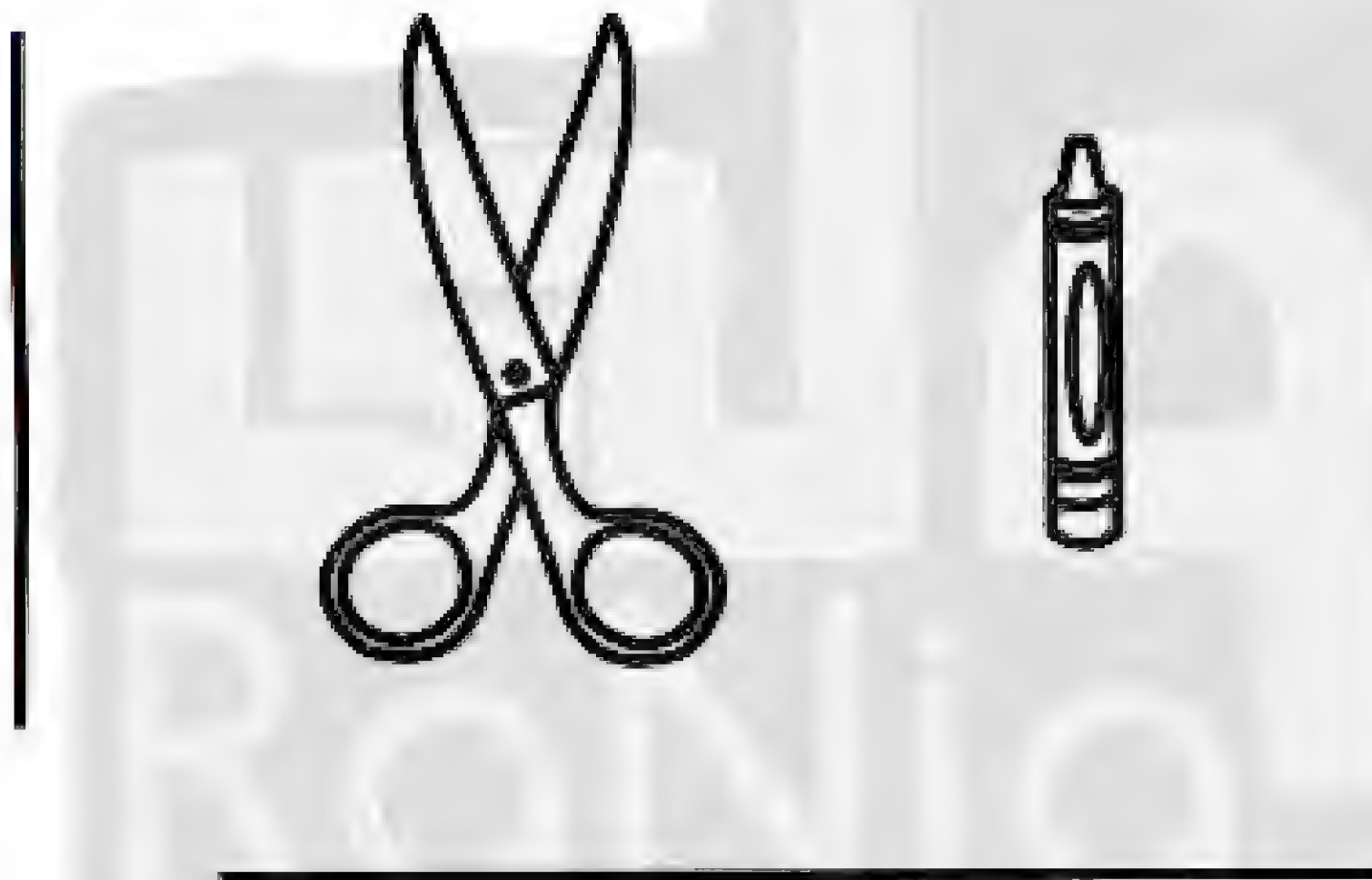
1.



2.



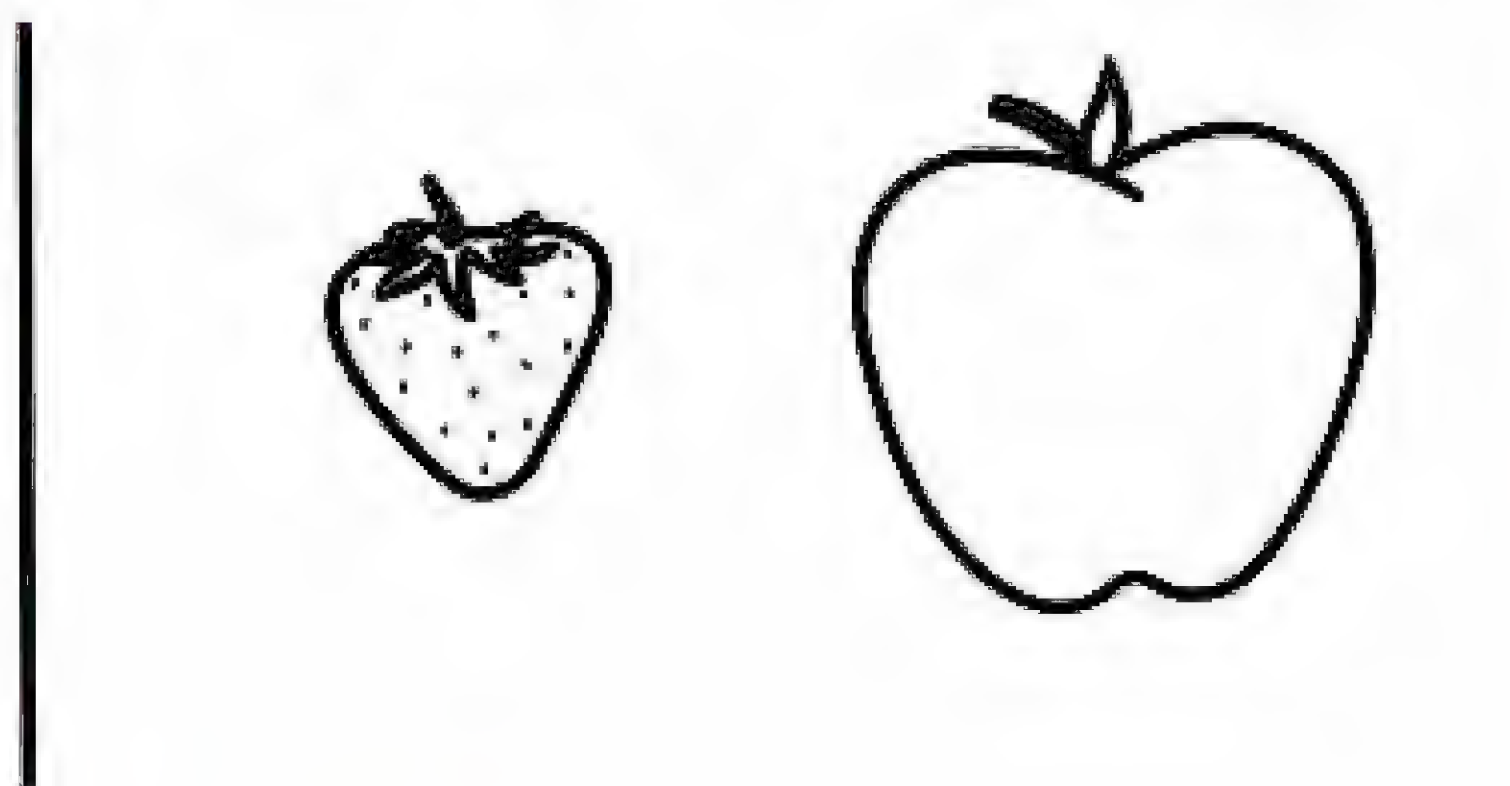
3.



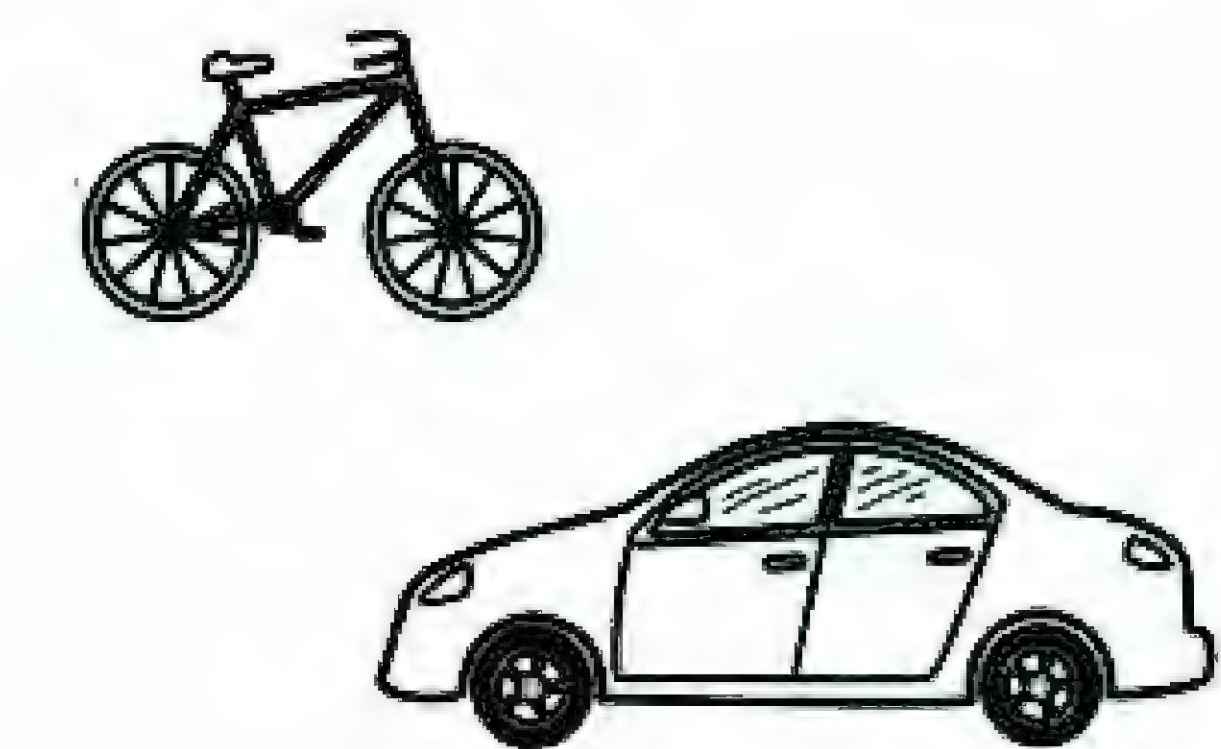
4.



5.



6.



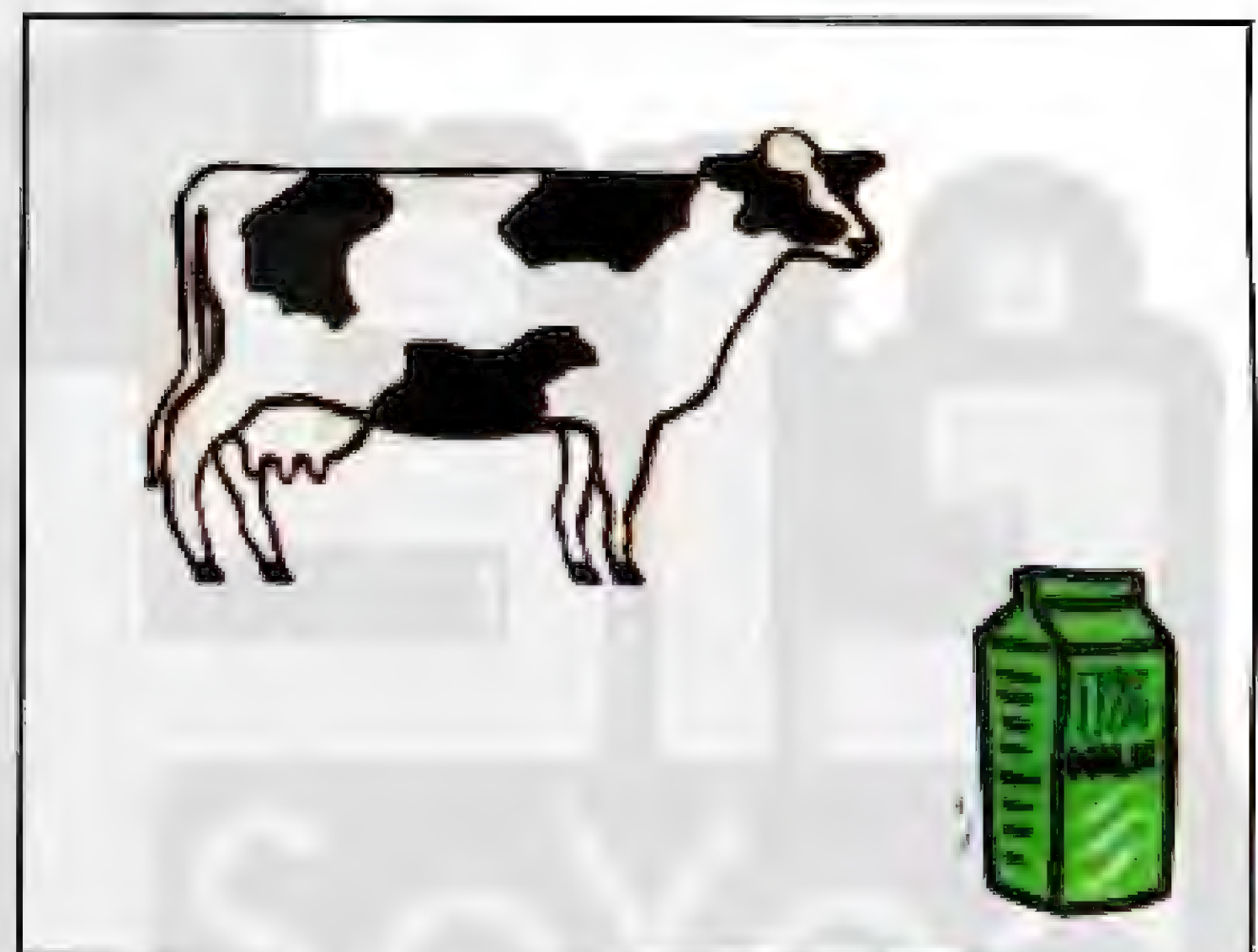
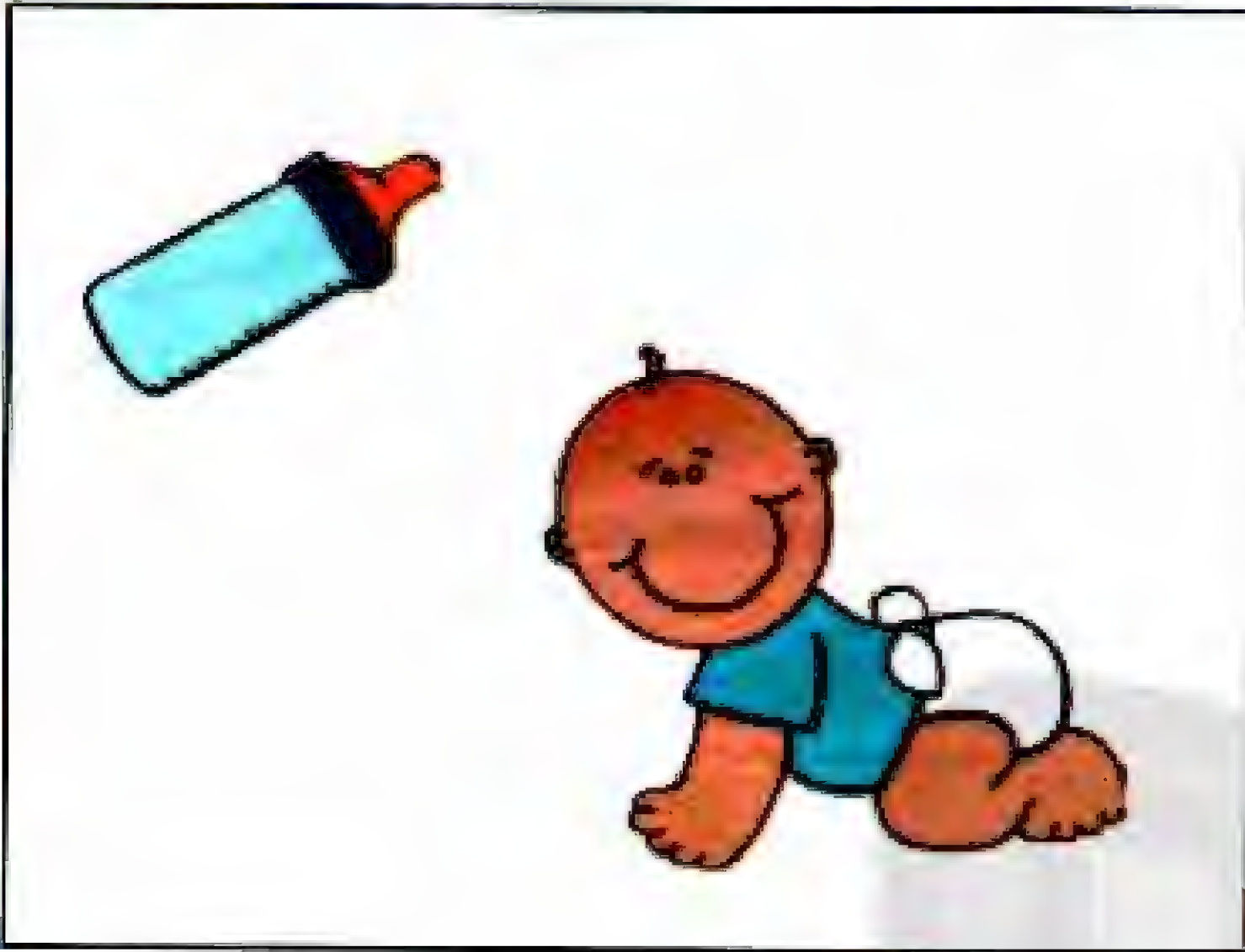
252

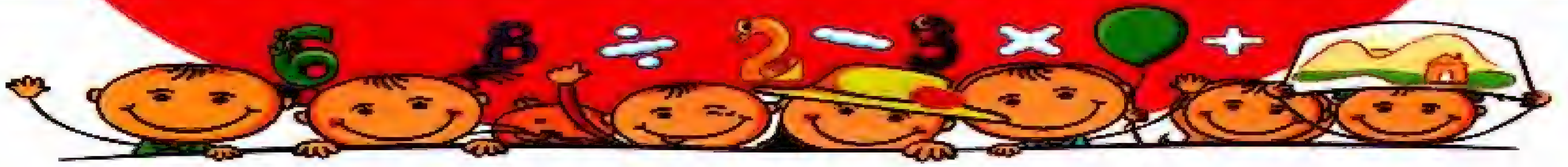
هذا العمل حصري على موقع ذاكرولى التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>





Put (✓) under the lighter object .





Put (✓) under the lighter object .

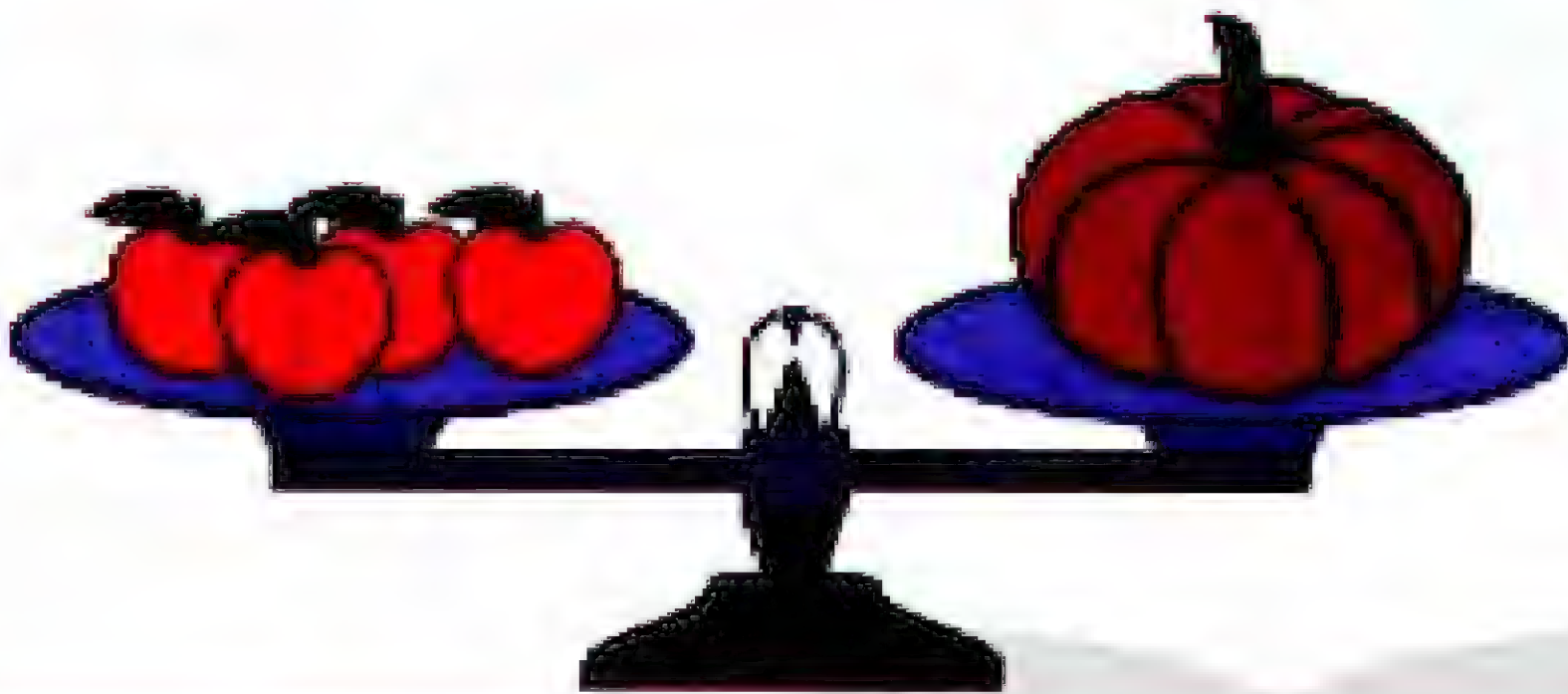
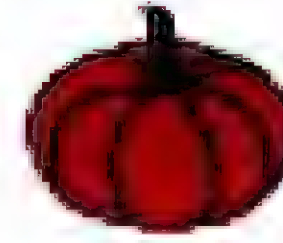


254



Put (✓) beside the lighter object . and (X) beside the heavier object.

1)

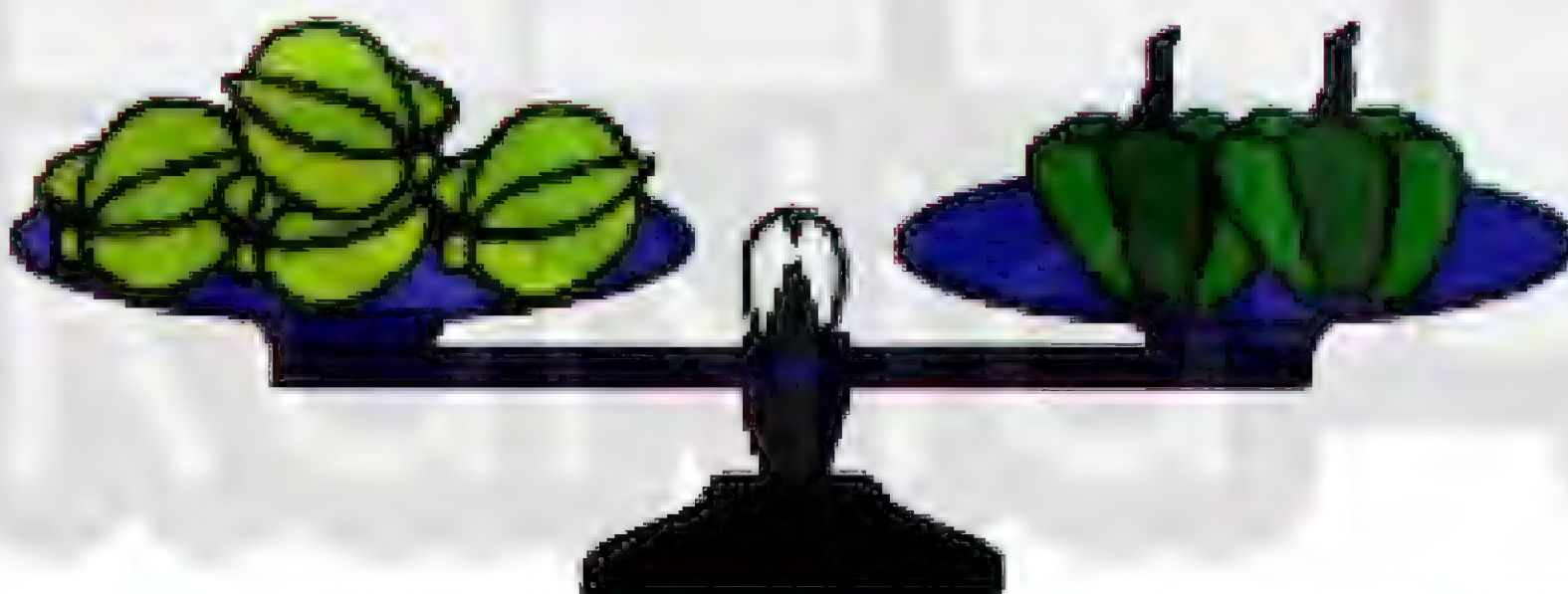

☐

☐

2)


☐

☐

3)


☐

☐

4)


☐

☐




Order the objects from heaviest to lightest .



(----)



(----)



(----)



(----)



(----)



(----)



(----)



(----)



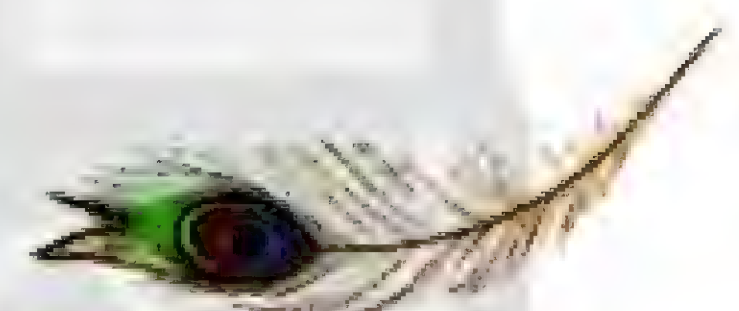
(----)



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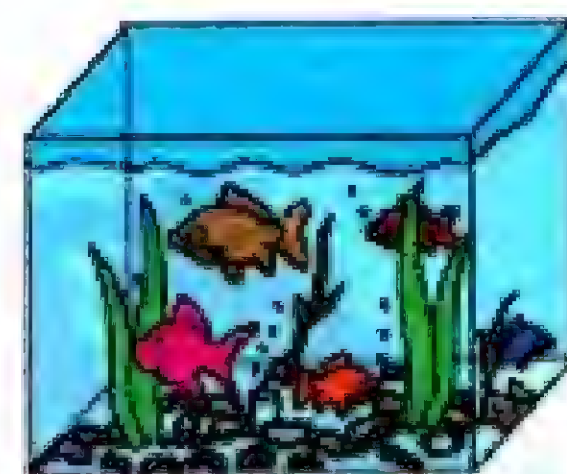
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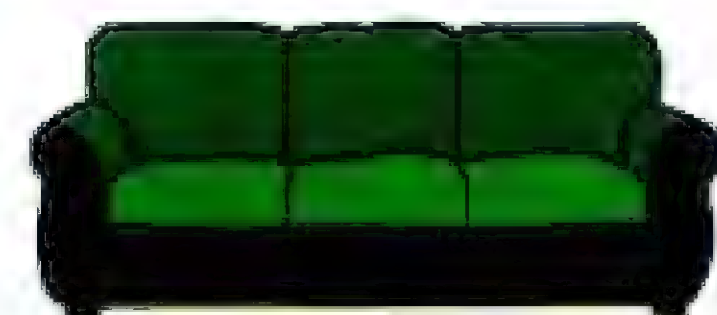
(----)



(----)



(----)



(----)



Order the objects from heaviest to lightest .















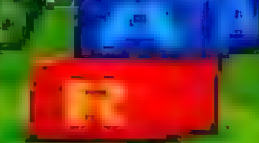


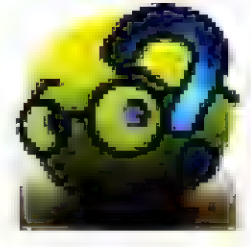












Order the objects from heaviest to lightest .















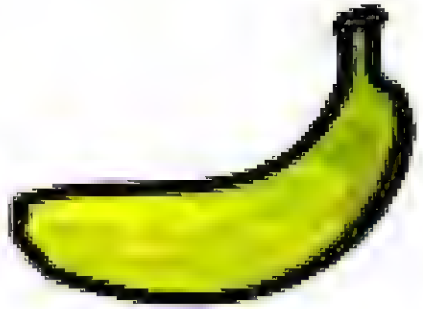




















Circle the heavier .





Count the measuring unit in each of the following , then use these words to help you answer the question.

cube

pencil

marbels



Weight of a piece of a cake .



Weight of a pepper



Weight of a yarn



Weight of strawberries



Weight of a carrot



Weight of a paint brush



260



Decide which measuring unit is suitable for measuring each creature. put a circle around your answer .



Kilogram \ gram



Kilogram \ gram



Gram \ Kilogram



Kilogram \ gram



Kilogram \ gram



Gram \ Kilogram



Kilogram \ gram



Gram \ Kilogram

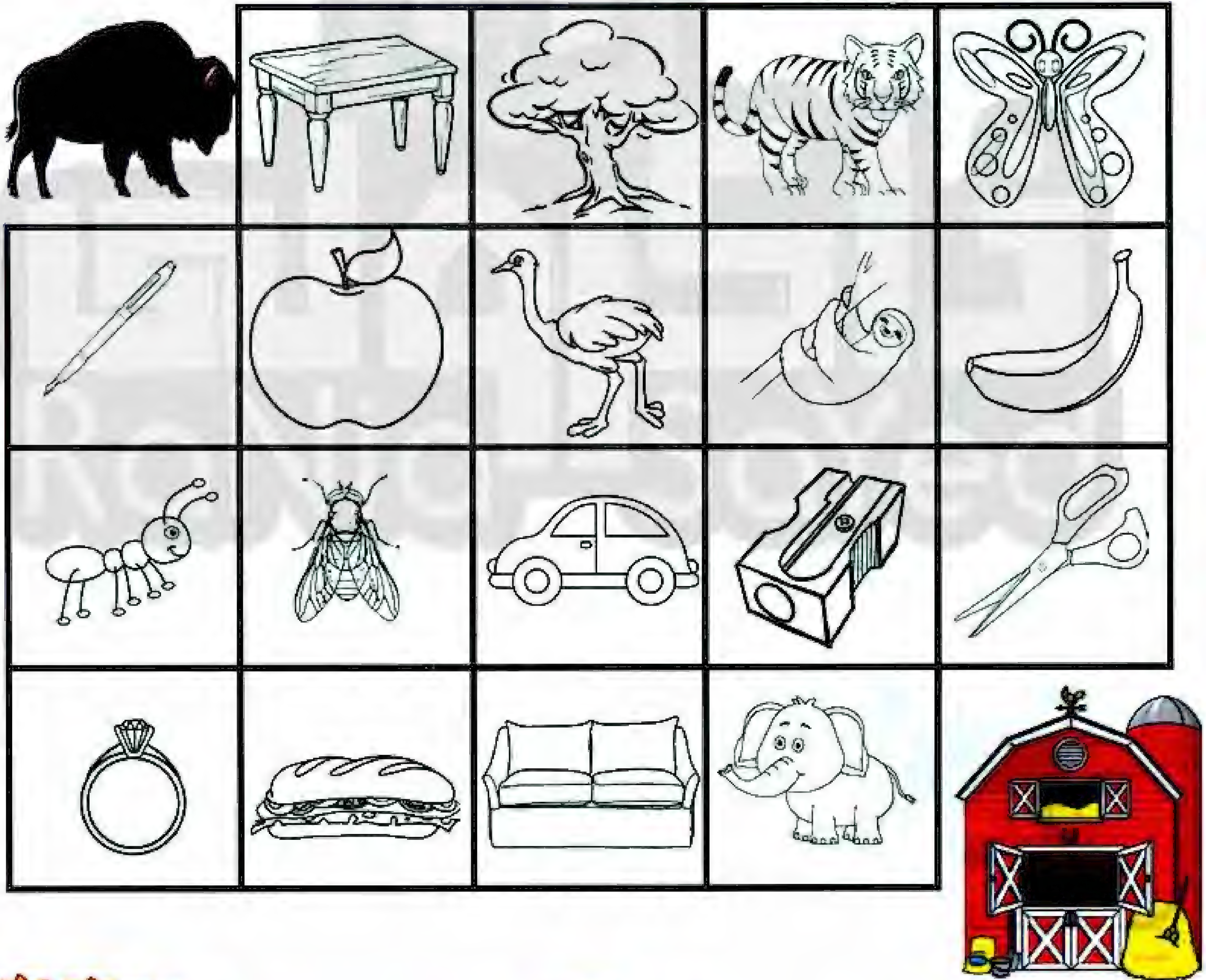




Play and Color



To make a path for the Ox to reach the barn
Color the boxes that show objects that would weight more than a pair of shoes .





Read the word problems below . and don't forget to include gram and kilogram in your answer .



Dan bought an apple and a peach , then he weighs both the fruits on his digital scales .Write down both weights using the proper units .



What is the total weight of both fruits ?

The total weight ----- + ----- = -----

Which fruit is heavier and by how much ?



Kam's lunch box weighs 430 grams and tom's lunch bag weigh's 260 grams .

Whose lunch box is heavier and by how much ?

What is the total weight of both lunch boxes ?

The total weight ----- + ----- = -----





Look at the following pictures .



7Kg



12Kg

By how much coinbag is heavier then the backpack ?

What is the total weight of both bags ?

The total weight + =



Kitty bought rice and potato from the market .

If the weight of the rice is 30 kg and the total weight of what she bought is 27 kg . what is the weight of the potato ?

The weight of potato - =





A glue stick weighs 57 grams and a stapler weighs 126 grams heavier than the glue stick. What is the weight of a stapler?

The weight of stapler ----- + ----- = -----



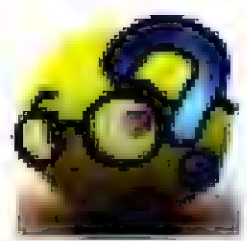
The weight of a bat is 995 grams. The weight of a ball is 680 grams less than the bat. What is the weight of the ball?

The weight of ball ----- - ----- = -----



The weight of a chair is 10 kg. What is the weight of 3 such chairs?

The total weight ----- + ----- + ----- = -----



A book weighs 2 kg, a bottle weighs 2 kg and a glass weighs 1 kg. What is the total weight of all the things?

The total weight ----- + ----- + ----- = -----





Rosy bought carrots and green beans from the market.

The weight of the green beans is 260 g. what is the weight of the carrots ?



The weight of carrots ----- = -----



Tom weighs 46 Kg and his dad weighs 88 kg. How much heavier Tom's dad than tom ?

The weight of Tom's dad ----- = -----



Ahmed bought chips , fries and a sandwich . weight of all three measured to 820 g. Chips and fries weighed to 595 g. what is the weight of sandwich ?

The weight of sandwich ----- = -----



Jerry and Jake bought banana and oranges from the store , the weight of banana id 25 kg and the weight of oranges is 63 kg .What is the total weight of fruits ?

The total weight ----- + ----- = -----



هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Measuring time



A word to the parents .

By the end of this lesson your child would be able to
Recognize the two hands of the clock .

Tell the time to the hour , half hour and quarter hour .



- There are 24 hours in a day
- The beginning of the day is 12 O'clock at night .
- Every hour has 60 minutes .



Questions

How many seconds are there in **a minute?**

60

How many minutes are there in **an hour?**

60

How many minutes are there in **quarter of an hour?**

15

How many minutes are there in **half an hour?**

30





When we tell the time we either say it is '**past**' or '**to**' the hour.



a.m. and p.m.

We have to use a way to write these times differently. One way is to use a.m. and p.m.

a.m. (ante meridiem - before noon)



a.m. from 12 O'clock at night till 12 O'clock at noon

p.m. (post meridiem - after noon)



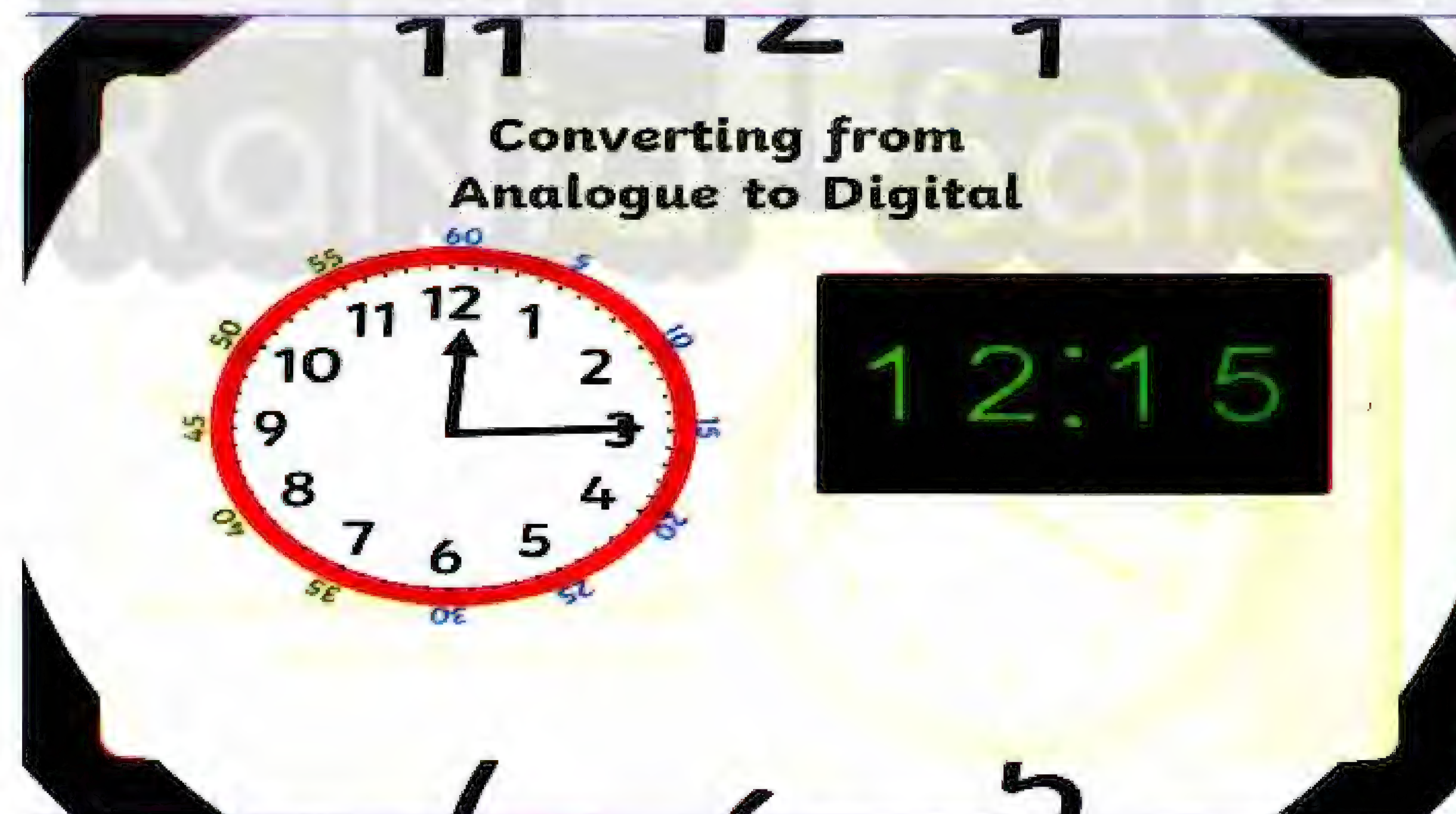
a.m. from 12 O'clock at noon till 12 O'clock at night





Types of clocks

1- Digital clock





2- Analogue Clock

Hours and Minutes

This is the hour hand.

This is the minute hand.

It is the shortest hand on the clock.

It is longer than the hour hand.



Hours and Minutes

When the minute hand is pointing to 12, it is showing a full hour. We call this time 'o'clock'.



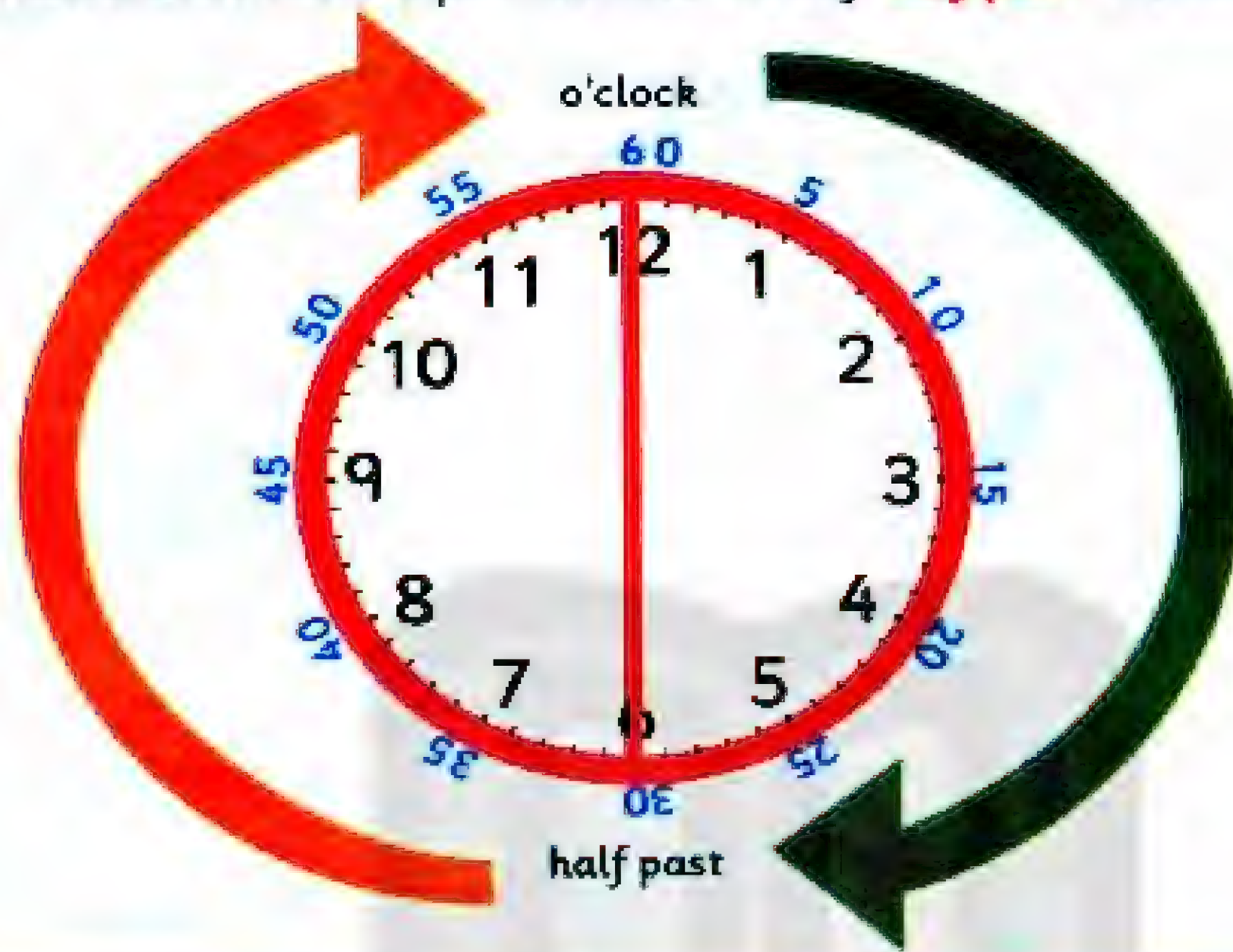
On this clock, the hour hand is pointing at the 8 and the minute hand is pointing to the 12.

This clock is showing that the time is 8 o'clock.





When it is 30 minutes past the hour we say '**half past**' the hour.



Numbers on the clock is from 1 to 12 "represents the hours".
Between any 2 numbers , there are 5 small parts that represent the **minutes**

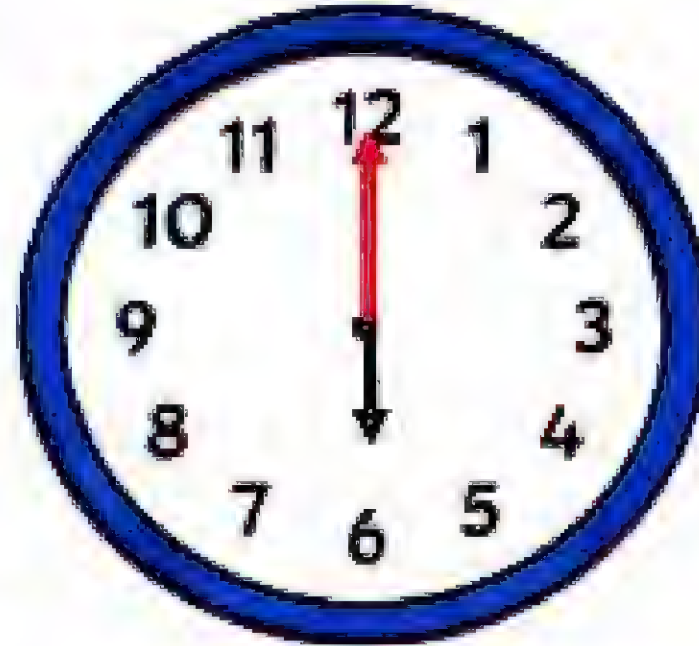
What do you notice about the small hand?
It is **halfway** between 3 and 4.

What time is this clock showing?
Half past three.





Decide if the activity happens in the a.m. or p.m.
Circle your answer.



- a.m.
- P.m.



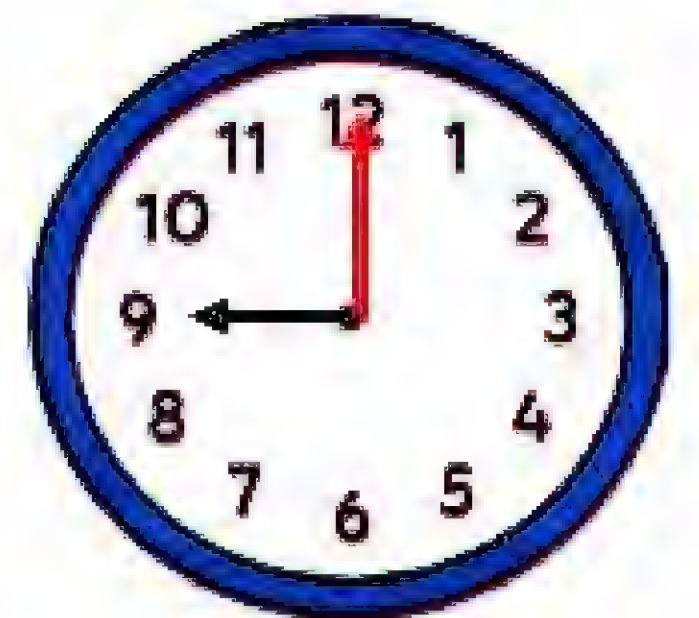
- a.m.
- P.m.



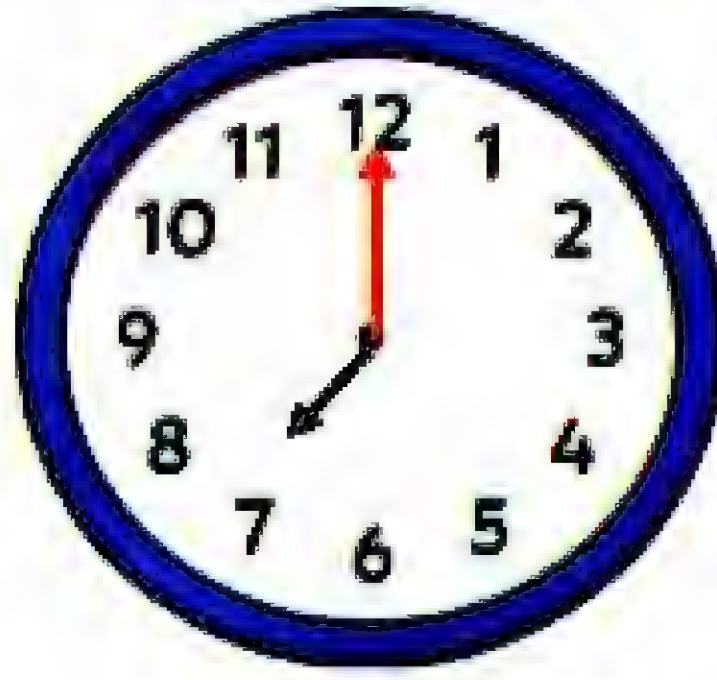
- a.m.
- P.m.



- a.m.
- P.m.



- a.m.
- P.m.



• a.m.

• P.m.



• a.m.

• P.m.



• a.m.

• P.m.



• a.m.

• P.m.



• a.m.

• P.m.



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RECOGNIZING DAY & NIGHT

There are hours of the day that you have light and dark. When it is dark it is **nighttime**. When it is light it is **daytime**. When the sun sets it is called the **sunset** and when the sun rises it is called the **sunrise**.



DIRECTIONS: Circle the time of day that best matches the time on the clock!



P.M.



NIGHT



SUNRISE



DAY



SUNSET



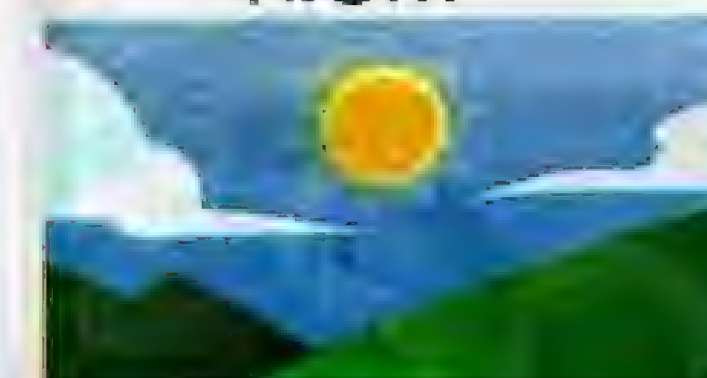
P.M.



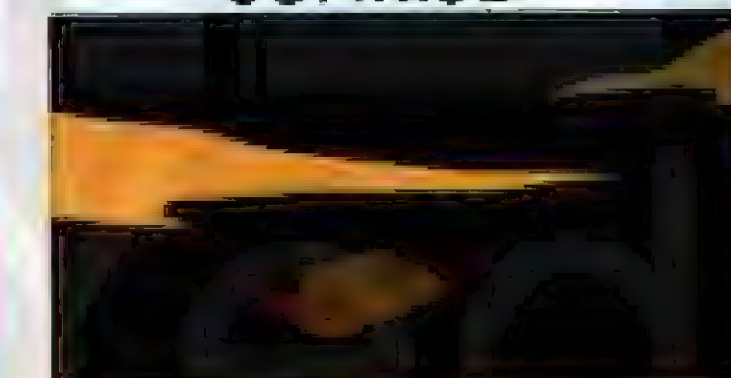
NIGHT



SUNRISE



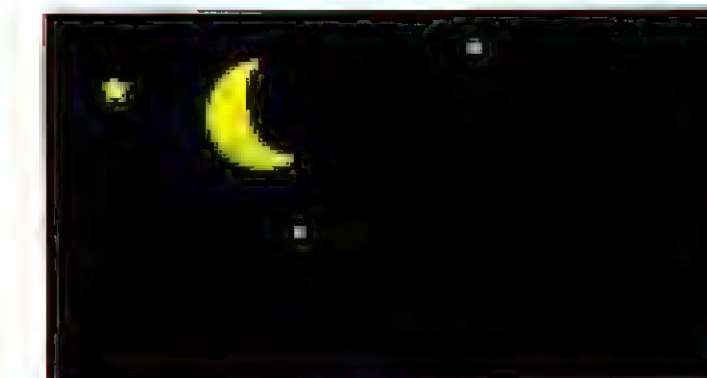
DAY



SUNSET



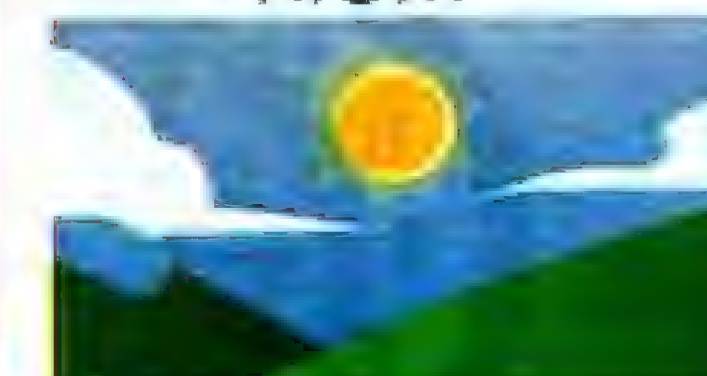
A.M.



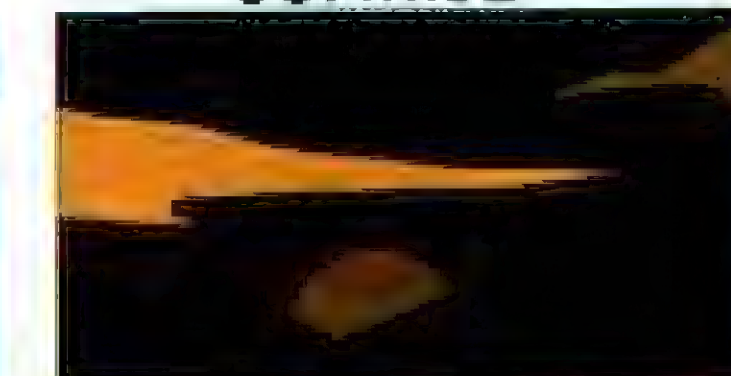
NIGHT



SUNRISE



DAY



SUNSET





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A.M.



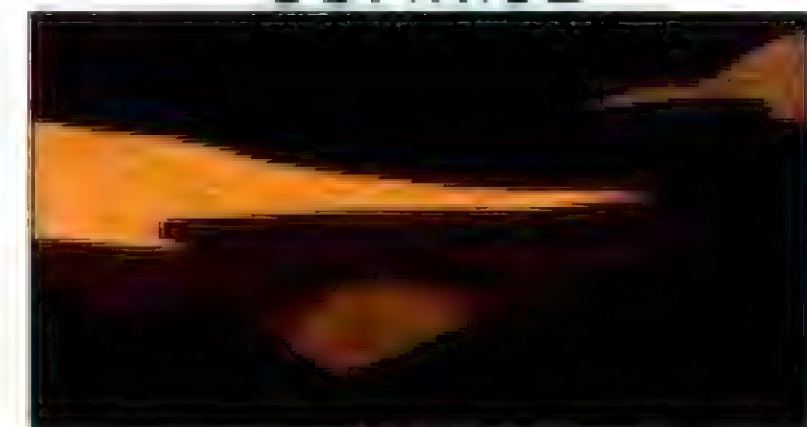
NIGHT



SUNRISE



DAY



SUNSET



P.M.



NIGHT



SUNRISE



DAY



SUNSET



A.M.



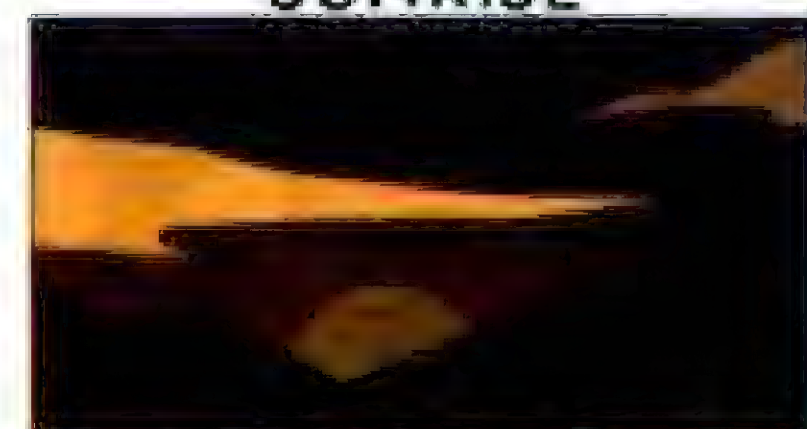
NIGHT



SUNRISE



DAY



SUNSET



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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An hour "60 minutes" o'clock



10 O'clock
10: 00



2 O'clock
02: 00



9 O'clock
09: 00

Half an hour "30 minutes" Half past



Half past 9
09: 30



Half past 4
04: 30



Half past 10
10: 30

Quarter of an hour "15 minutes" Quarter past



Quarter past 11
11: 15



Quarter past 4
04: 15



Quarter past 7
07: 15

Three Quarter of an hour "45 minutes" Quarter to



Quarter to 4
03: 45



Quarter to 2
01: 45



Quarter to 6
05: 45



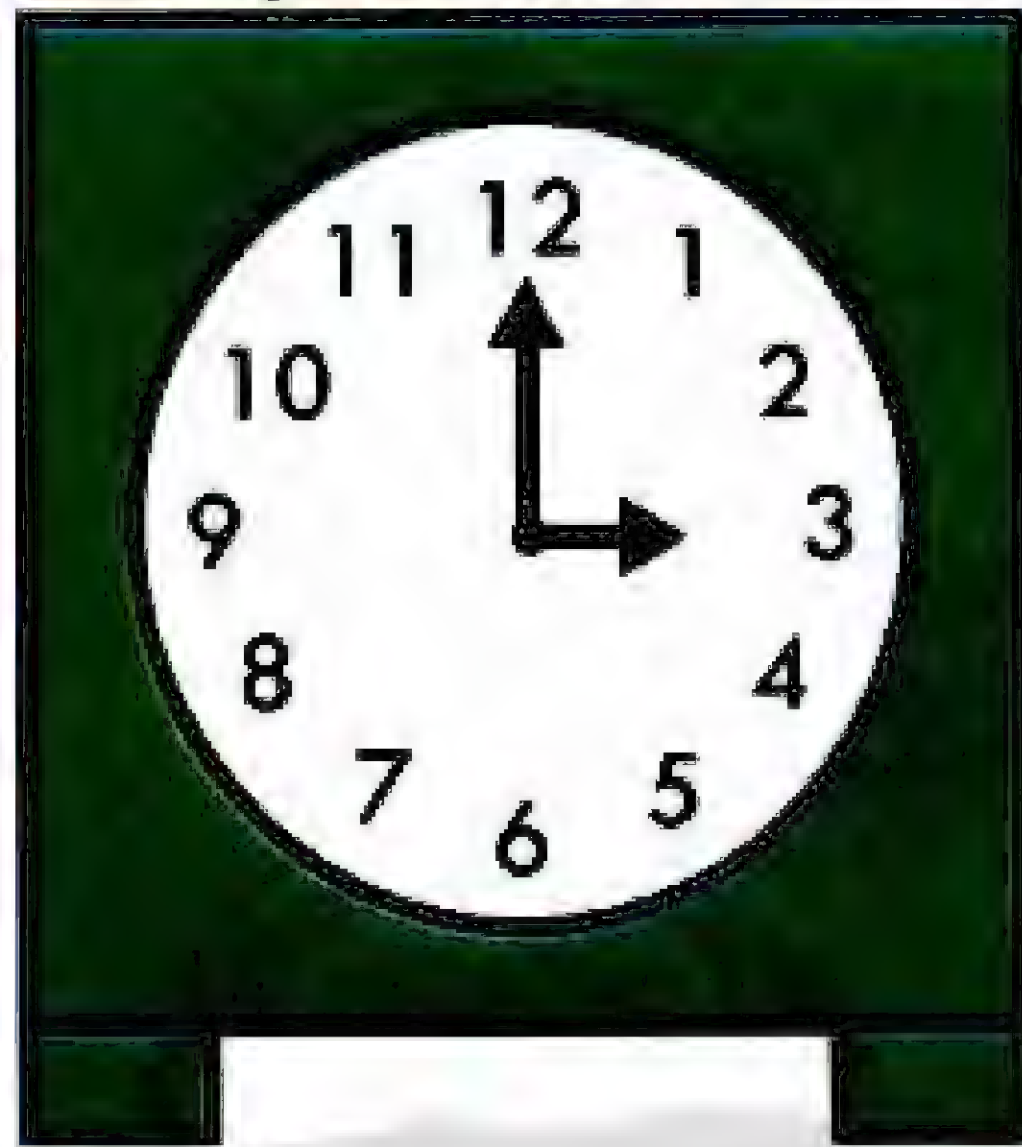
Silly

Clocks

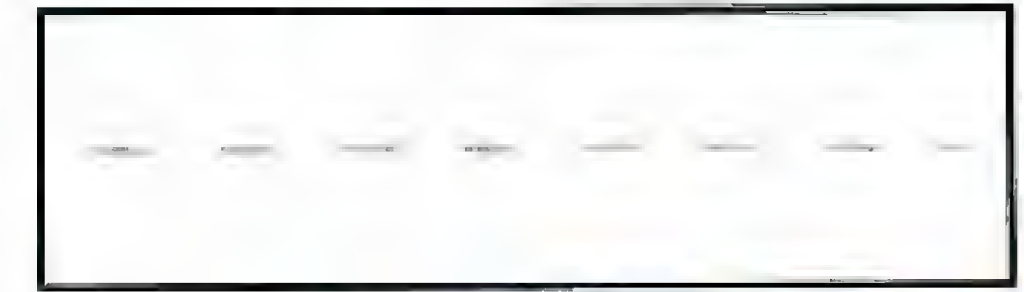
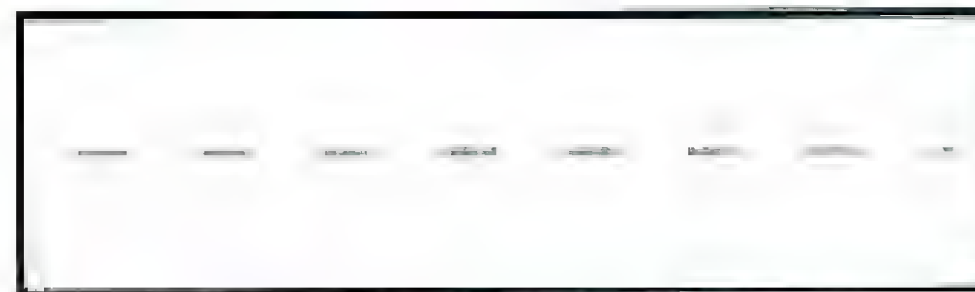
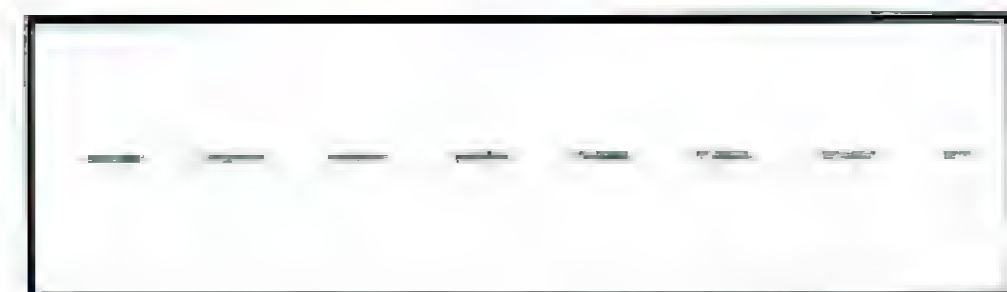
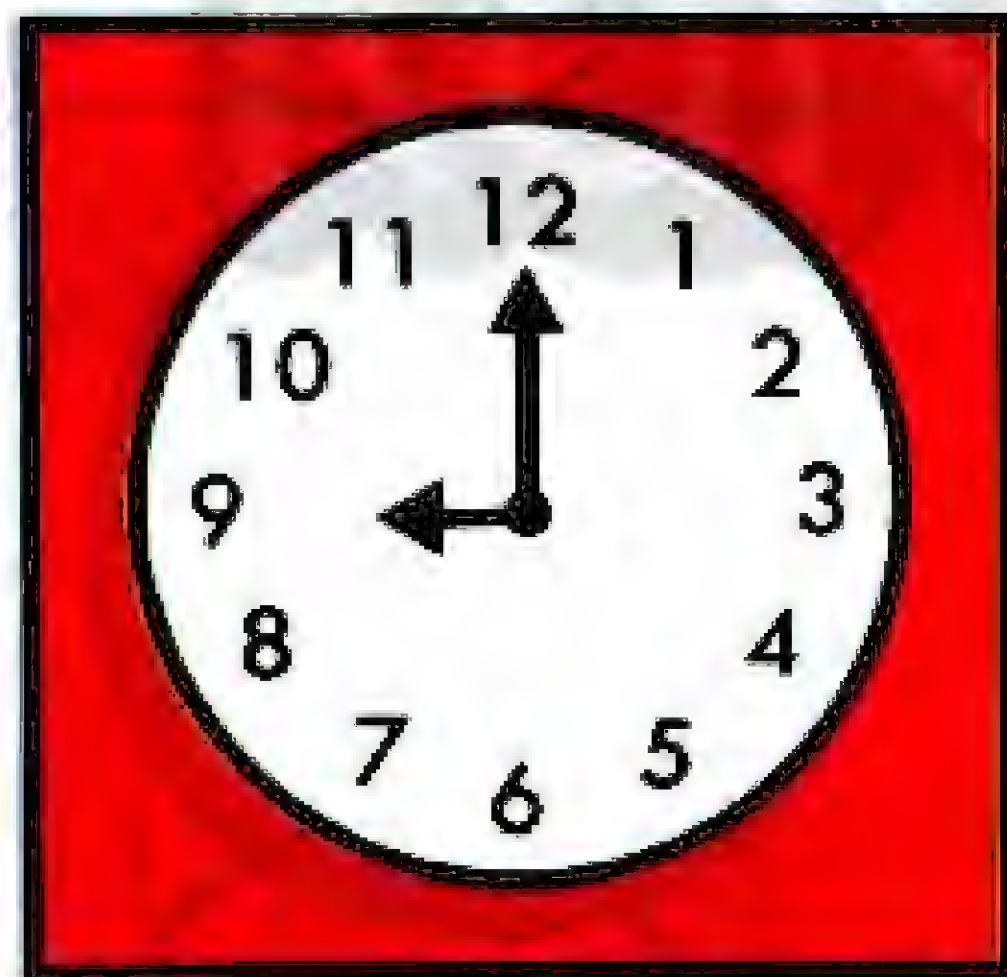
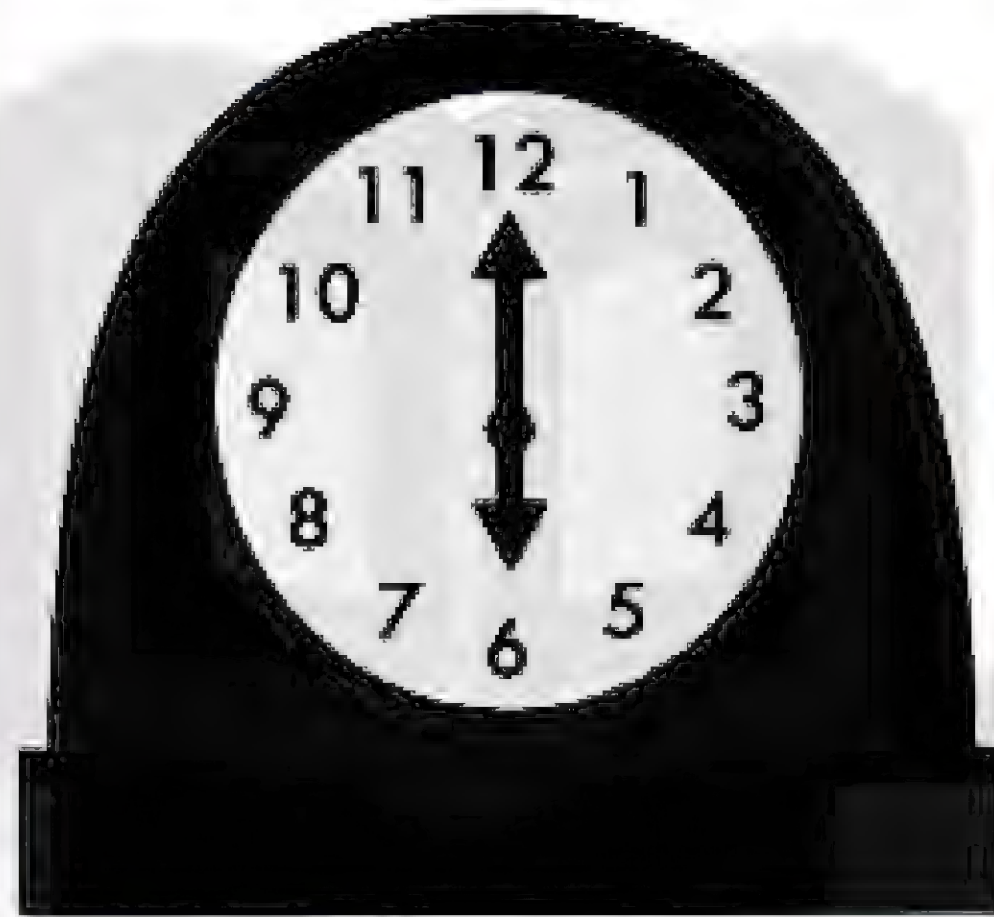


What Time is it?

Example:



3 o'clock





Half-Hour Match Up



View the time on the clocks . Draw a line from the time to the correct time on the clock .



11:30



2:30



4:30



7:30



12:30



3:30



9:30



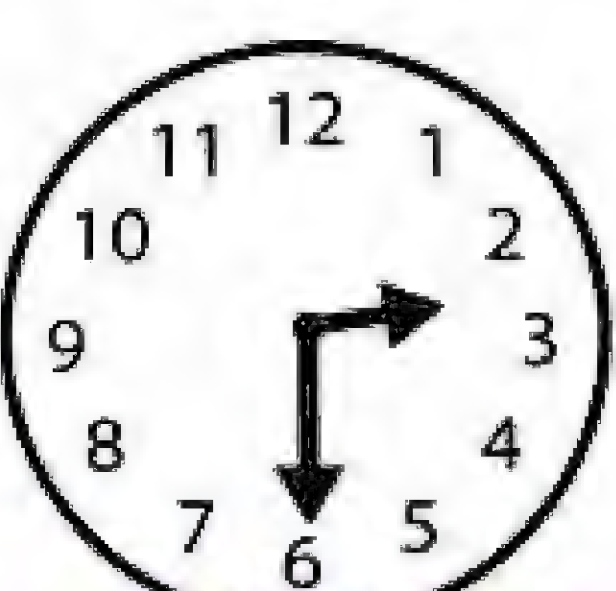
5:30



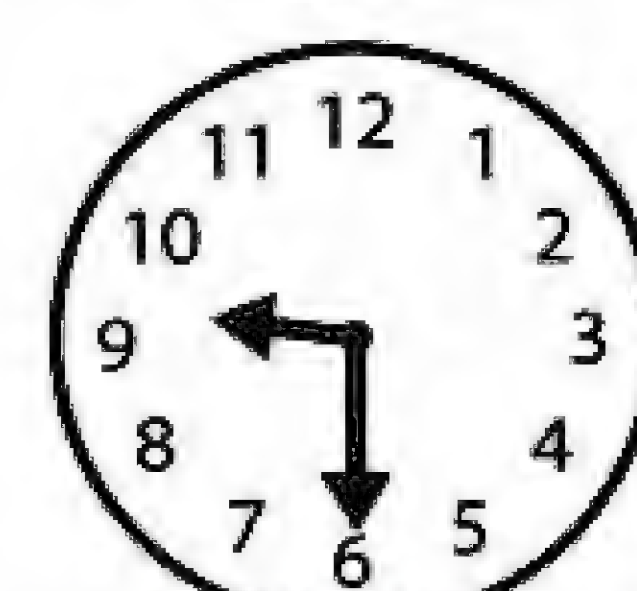
1:30



8:30



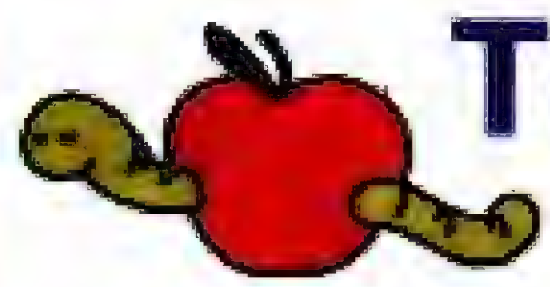
10:30



6:30



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Telling Time to the Quarter Hour



Tell the time to the quarter hour .



10:45

This clock shows that it is 10:45.
Now you practice telling time to the quarter hour!

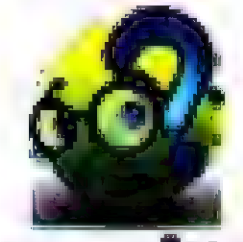








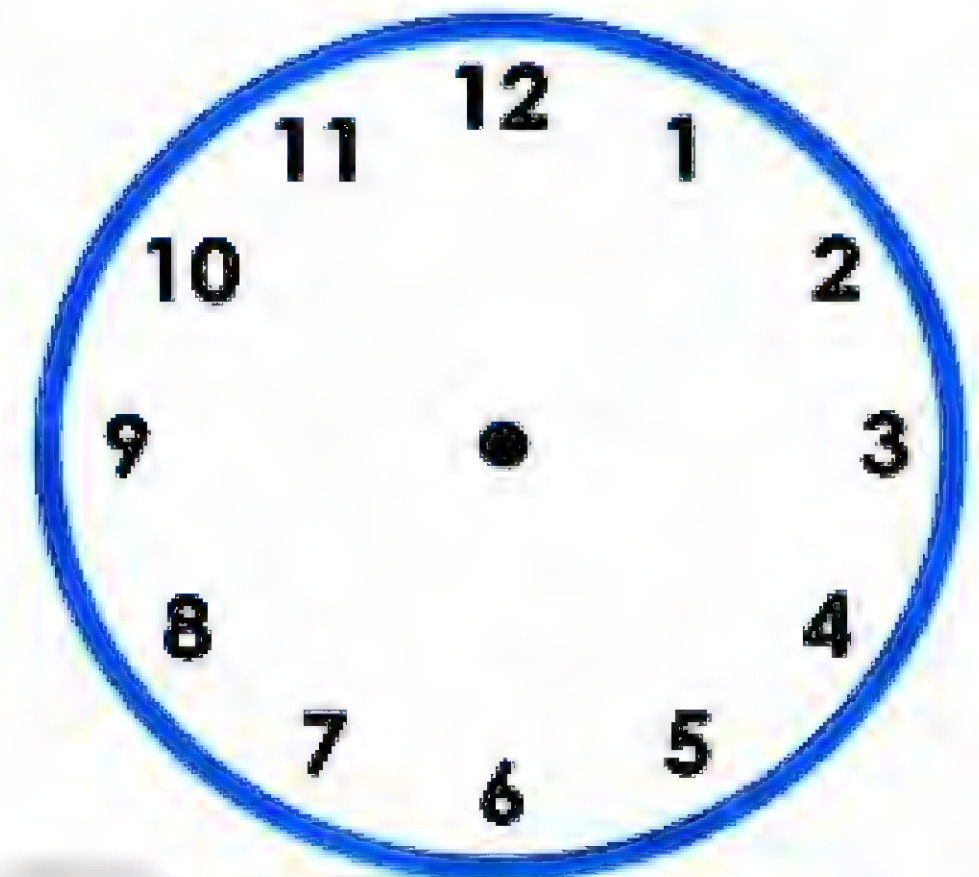
Showtime!



Draw the hands of the clock to show the time written below .



3:00



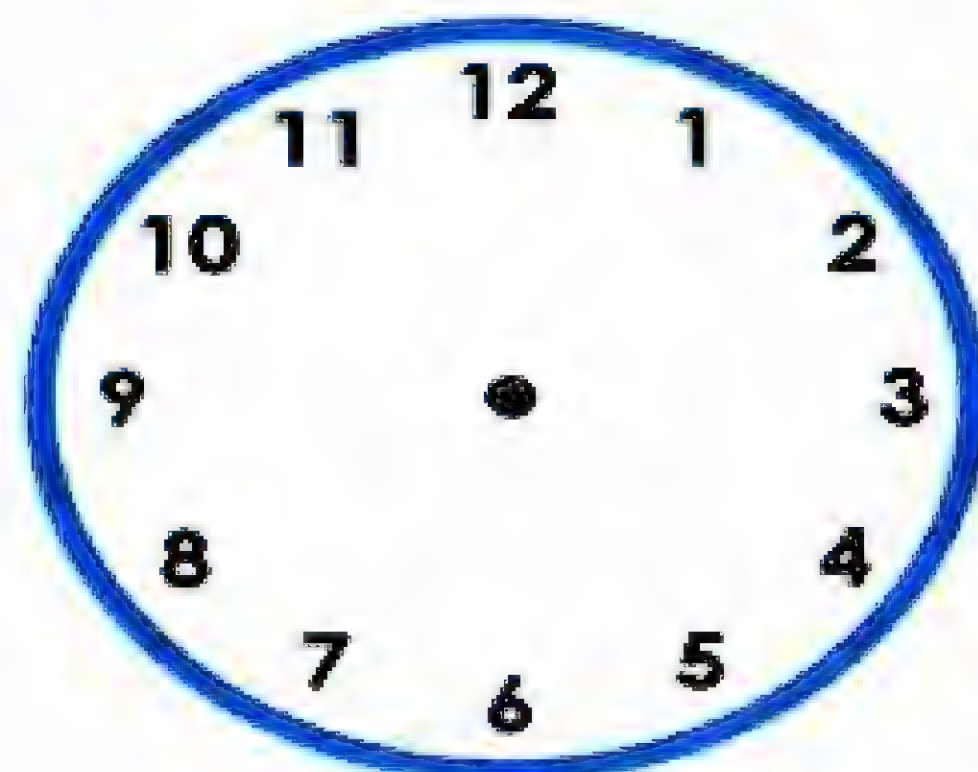
7:00



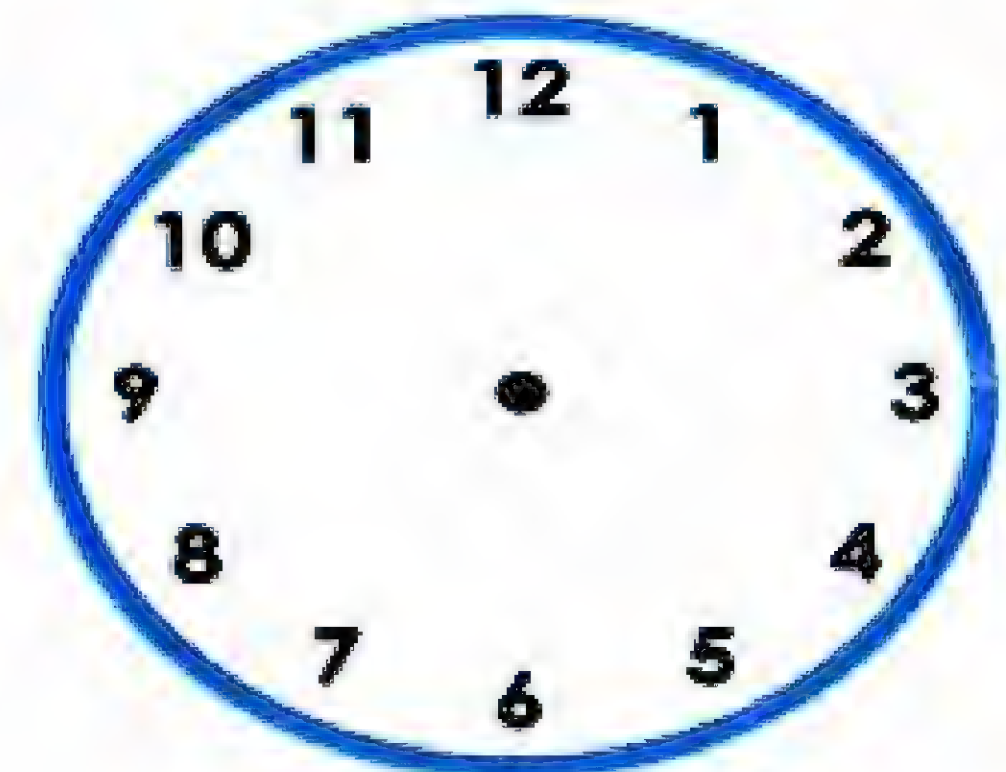
10:00



5:00



8:00



2:00





Write the time as in the example .



It is half past 4



It is -----



It is -----



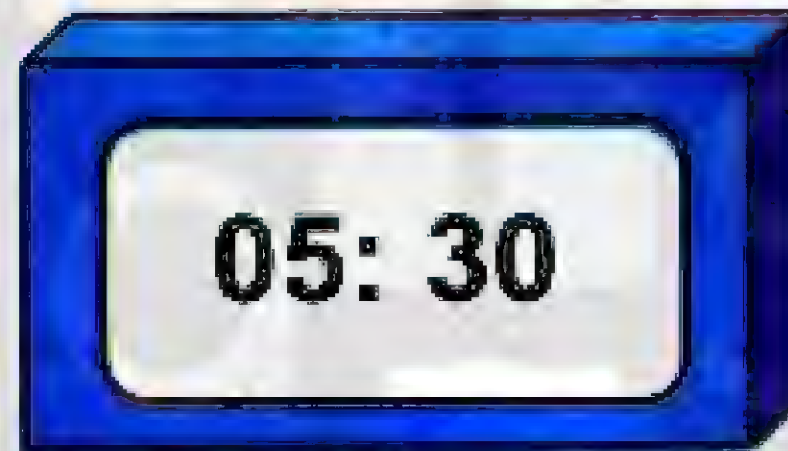
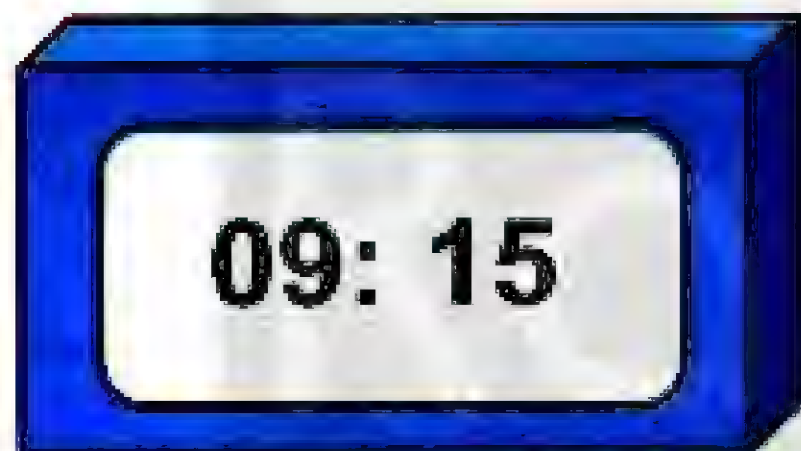
It is -----



It is -----



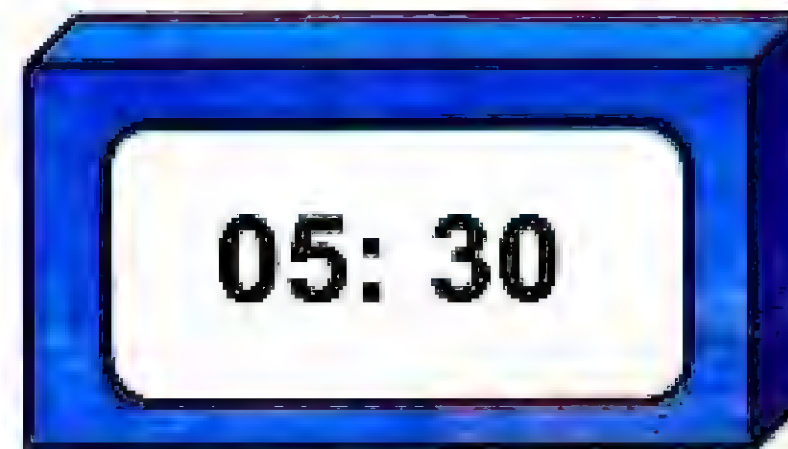
It is -----



It is -----

It is -----

It is -----



It is -----

It is -----

It is -----

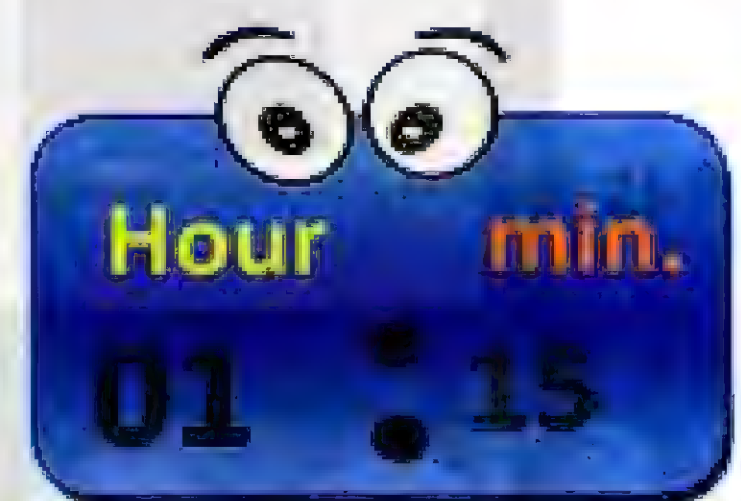




Join the analogue with the clock with the correct digital clock



Draw the hours and the minutes hand to represent the digital time in each of the following .

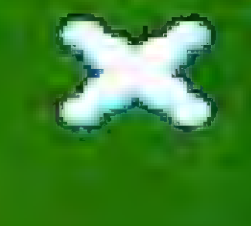
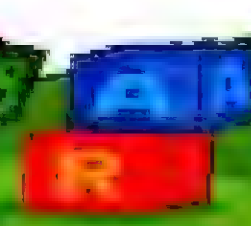
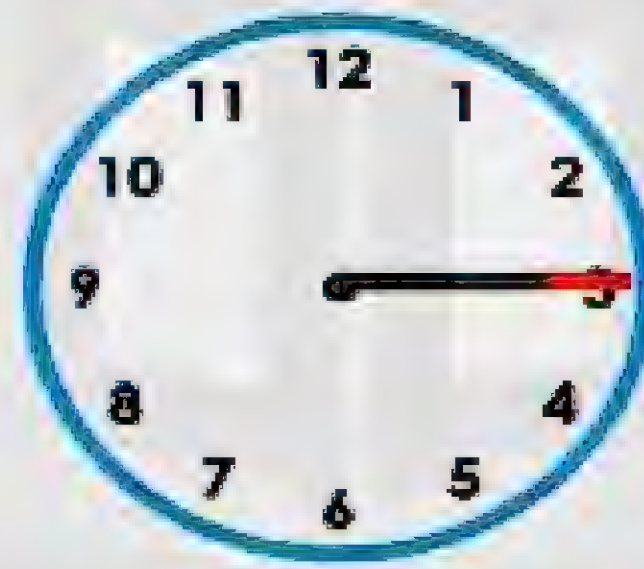




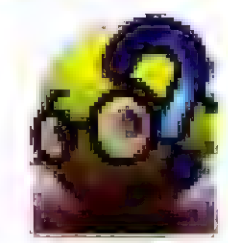
Write the time digitally .



03 : 00



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Draw the hands of the clock to show the time written below .

It is 06 : 45



It is 11 O'clock



It is half past 2



It is 04 :30



It is nine O'clock



It is 05 : 15



It is 03 :15



It is 11: 30



It is seven O'clock





Join the each digital clock with it's equivalent clock .





Think then answer . then draw the hands of the clock



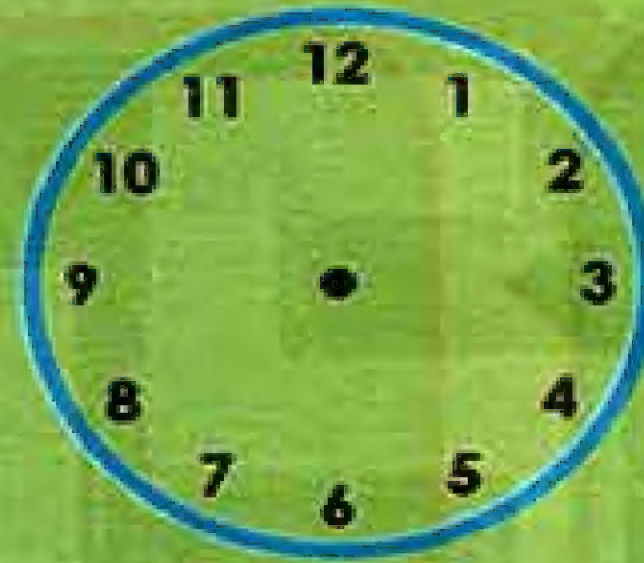
Now



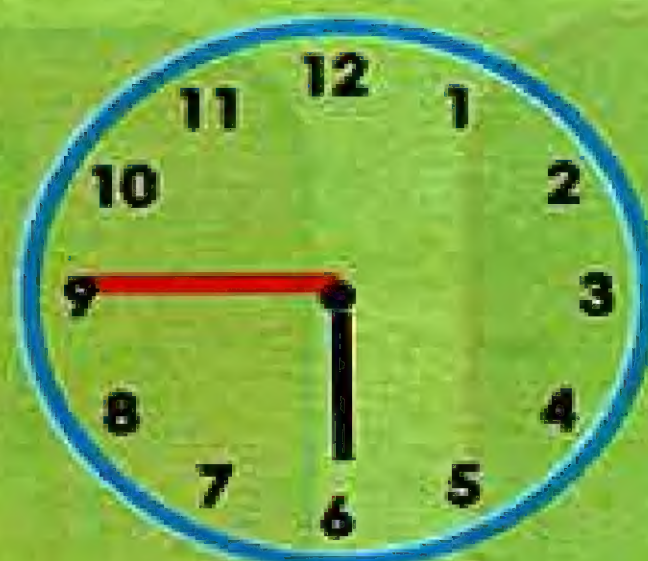
after 2 hours



Now



after 4 hours



Now



after 3 hours





Before two hours

now



Before 3 hours

now



Now

after an hour





Calculate the time .



Yesterday , I went to the Zoo at 08:30 , stayed there for 3 hours . At what time you left the zoo ?



Yesterday , Peter played Football for 2 hours .If he started to play at 07:30 , when did he finish ?



James left home at 07 :00 clock everyday . It took him 30 minutes to go to school. At what time he arrives to school ?



I ordered Pizza at 5 O'clock and I received it after 45 minutes . At what time did the Pizza arrive?



اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الاطفال للصف الثالث الاعدادي



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